

SECTION B
5 Year Budget Option 2
LEA Application - School Building Level Information
MICHIGAN SIG COHORT V
APPLICATION COVER SHEET
COMPLETE IN ENTIRETY FOR EACH SCHOOL APPLYING FOR A GRANT

School Building Information

Legal Name of School Building: Vassar High School
School Building Code: 04287
Mailing Address: 220 Athletic Street, Vassar, MI 48768

School Building Contact for the School Improvement Grant

Name: Jason Kiss
Position and Office: Principal
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Jason Kiss

Building Principal



Signature of the Building Principal

989-823-8534

Telephone

July 15, 2016

Date

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application

ASSURANCES AND CERTIFICATION: By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in **Attachment G**, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

Identify the Intervention Model Used in This School:

- Transformation Model
- Turnaround Model
- Early Learning Intervention Model
- Evidence-Based Whole-School Reform Model
- Closure Model
- Restart Model

Intervention Model: Evidence-Based Whole-School Reform Model

Identification Status of the School (Priority or Focus): Priority

1. Analysis of Need *See Attachment H*

1a. Targeted Areas for Improvement, Data Sources, Subgroups and Intervention Model:

When Vassar High School was identified as a Priority School, a team of stakeholders (which included teachers, administrators, curriculum, union, and parent, and board of education representatives) researched and identified multiple targets for improvement. These targeted areas included adolescent and content literacy and inquiry strategies, math achievement, student engagement (in school and in classroom instruction), and career readiness. The data used to determine student achievement and school success were MME and ACT testing trends and common assessments. District demographic data relating to student achievement gaps identified achievement needs in two subgroups: special education and low socioeconomic status. The intervention model of Transformation was recommended by the priority school stakeholder team and confirmed by the board of education. At that time, a new principal was put in place and an external provider was identified to service the high school as the central office priority school coach for 120 days. There has been an upward trend in free and reduced lunch count across the district, currently 82%.

Multiple Targeted Areas of Improvement Implementation:

Within the target areas of improvement explicit and researched strategies were implemented. Implementation was disseminated through the creation of a **Teacher Collaboration Center** where teams of teachers met for one hour every Thursday to receive professional development, and collaborate and review results of data and targeted strategies. As noted under each strategy, targeted strategies were aligned to research/programs identified by the *What Works Clearinghouse (WWC)*. In addition, NWEA testing was added to enhance the student achievement data base and as a benchmark in providing data for modifying classroom instruction according to student need.

- **Reading/Inquiry Targeted Strategies** focused on the integration of vocabulary instruction within practice including word walls with connected instruction strategies and close and critical reading/text mapping strategies (**Strong** WWC rating). Inquiry based on STEM model.
- **Math Targeted Strategies** focused on the implementation of a new series that followed the guidelines of the past University of Chicago School Mathematics Project (UCSMP) which is now being published by McGraw Hill. UCSMP Algebra was rated high with no reservations. A math coach from Saginaw Valley State University worked 12 days with the math department.
- **Student Engagement Targeted Strategies** was implemented by adding a 30 minute mentoring period to each day where all students met with an assigned teacher. The mentoring program was based on the Check and Connect dropout prevention program (WWC – no reservation). The key components of this process are to ‘Check’ student performance (weekly) and “Connect” through building student relationships. Student clubs were also added to the mentoring program.
- **College/Career Readiness Targeted Strategies** was reinforced by the enhancement of the careers class and senior project which includes real-world experiences through job shadowing and follows the Career Academics template (WWC no reservations). Also implemented was credit recovery through the E2020 program and the dual enrollment program with local college and universities.

ACT 2014-15 Grade 11	All Students			SD			Students w/o SD		
	# Tested	# Profic.	% Profic.	# Tested	# Profic.	% Profic.	# Tested	# Profic.	% Profic.
Mathematics	86	25	29.07%	11	0	0.00%	75	25	39.10%
English Language Arts	86	44	51.16%	11	1	9.09%	75	43	67.40%
Science	86	26	30.23%	11	0	0.00%	26	19	37.00%
Reading	86	31	36.05%	11	1	9.09%	75	30	50.00%

MStep Grade 11	All Students			SD			ED			Students w/o SD & ED		
	#Tested	#Profic	%Profic	#Tested	#Profic	%Profic	#Tested	#Profic	%Profic	#Tested	#Profic	%Profic
2014-2015												
Mathematics	81	24	29.63%	9	0	0.00%	35	6	17.14%	46	18	39.10%
English Language Arts	81	50	61.73%	9	2	22.22%	35	19	54.29%	46	31	67.40%
Science	81	26	32.10%	9	0	0.00%	35	9	25.71%	46	17	37.00%
Social Studies	81	33	40.74%	9	0	0.00%	35	10	28.57%	46	23	50.00%

Multiple Targeted Areas of Improvement Implementation Pending Needs:

Receiving a SIG Cohort V grant and moving to the ISA model would greatly benefit the development of the above efforts and programming thus enhancing sustainability. The ISA model would provide us with an avenue to build permanent systems within the targeted areas through shared **school leadership** (Teacher Collaboration Center), **teaching and learning** (reading/inquiry, math), **student non-academic support** (mentoring), and **family/community engagement**. Specialized/targeted coaching and resources will bring stakeholders to new levels of engagement targeted for special needs and low SES populations that will become an established part of the culture and climate of the school/community.

1b. Describe the LEA's process for involving parents and the community in selecting the reform model.

To complete the SIG V grant application, parent and community involvement input was taken from surveys during the 2015-2016 school year through our school website and at two building events. Additional input was taken from parents regarding our SIG application process during our "Soup with the Sup" event on July 7. These surveys provided input for our Building School Improvement, Title I, and AdvancEd Accreditation plans. Parent and community member input, comments, and questions were collected and considered by the SIG V planning and writing team when determining which intervention to select. One example of an area where parent and community input shaped the nature of our whole school model and implementation activities concerned the need of a Family and Community Liaison. The role of the Family and Community Liaison to monitor attendance, encourage school to home communication, and addressing parent and community needs was shaped by direct feedback and input collected. Vassar went out and recruited business members from Rotary and Chamber of Commerce for partnerships and input. Vassar parents were recruited to be part of curriculum council and priority school planning teams. They were members that served on district accreditation. We plan to continue receiving parental and community input during and after our grant process through monthly contact at building events, through surveys, and by comments taken from our Family and Community Liaison during home visits lasting 1.5 hours.

2. Baseline Data (Attachment A)

Please refer to Attachment A uploaded separately to MEGS+ and Attachment H

PERIS data report is available upon request (192 pages) dblackwell@vassar.k12.mi.us

3. Intervention Model – provide narrative on the following:

3a. *Please see Attachment B, Attachment H, Attachment I*

Vassar High School will partner with the Institute for Student Achievement (ISA), an evidence based, whole school reform model that meets the What Works Clearing House standards and the SIG definition of a Whole School Reform Model Developer according to the Evaluation Studies on the website <http://www.studentachievement.org/results/research>. ISA's model has been approved for use in School Improvement Grants (SIG) as an evidence-based Whole School Reform model. In choosing ISA, Vassar High School looked at their previous Priority school implementation plan to assess which Whole School Model best fit their school. To determine the impact of ISA on student achievement, we interviewed the company, met with representatives, and assessed their ability to serve our population of low socioeconomic status and high special education population. We found that ISA has a significant positive impact on student achievement with no significant negative outcomes.

3b. The Institute for Student Achievement (ISA) proposes to partner with Vassar High School and Vassar Public Schools to implement ISA's customized high school renewal process that will result in the graduation of students ready for college and careers. ISA's renewal process is evidence-based, validated by research, and rooted in ISA's 22-years of experience facilitating successful high school renewals. Two independent, rigorous evaluations have validated the ISA approach as producing significant impacts on high-need student outcomes including higher attendance, credit accumulation, four-year graduation rates, lower dropout rates, and increased college admission and persistence rates. ISA has been shown effective in schools with high free and reduced lunch and a high special education population. With a free and reduced lunch population in the high school at 45%, and a special education population of 21%, Vassar High School aligns with the type of school to benefit from the ISA's program of renewal. Vassar High School already has in place many of the components involved in the ISA model. This allows for a smooth transition to the ISA renewal process, taking what Vassar is already doing to the next level, allowing Vassar to better meet the needs of their students.

Components of the Renewal Process

- ***Students' connection to and engagement in their school*** focuses on personalization, the establishment of relationships between students and teachers, where every student has a school adult who is his/her advocate-advisor, who knows that student well and is the family contact. Vassar High School has implemented a Mentor program during the school day where students are assigned a mentor (teacher) at the beginning of the school year and work with them 30 minutes a day for the duration of the school year on various activities such as goal setting, study skills, life skills, relationship building, and progress monitoring. The number of students in a mentor class ranges from 15 to 20 students to allow for more one-on-one contact time. One day a week students go to a club of their choice. This gives every student the opportunity to be involved in an extracurricular that appeals to them.
- School and district goals, student performance outcomes, and data drive the ***college preparatory curriculum, instruction, and interventions*** so students graduate prepared for postsecondary education and careers. ISA content area coaches will train and support Vassar teachers in their work in the Teacher Collaboration Center which includes effective implementation of state standards, use of an inquiry approach to instruction that emphasizes higher order thinking, enrich literacy across the curriculum (including numeric literacy), utilize project-based learning, provide scaffolding that supports differentiation and struggling students, engage in multiple forms of assessment ranging from classroom, district, and state tests to performance assessments, and practice close and regular monitoring of student progress.
- ISA provides ***job embedded and external professional development*** opportunities including: 1) leadership-school renewal coaching, 2) content area coaching, and 3) individual and team coaching. ISA coaches support school and teacher-leaders to facilitate effective leadership team, grade level team, department, and faculty meetings. Vassar has teams in place at each of these areas. ISA will work with these teams to develop their ability to use data and assess student work, and use articles, videos, project templates, and rubrics. ISA's implementation inventory helps Vassar monitor and assess the progress of their implementation and build a culture of continuous improvement.
- ISA helps schools to ***restructure the use of time*** in ways that provide students with multiple opportunities for success. Vassar High School has extended their day to include after school tutoring four days a week, including time for enrichment and remediation. ISA can assist Vassar in the areas of developing external learning experiences such as internships and community service. Dual enrollment is already offered at Vassar through local colleges and universities. Online credit recovery is also an option along with standardized test prep through Khan Academy and College Board.
- ***Mutual district-school accountability*** supports the success of the renewal process as the district policies and practices are in concert with the school's renewal goals and plans. Vassar Public Schools were awarded district accreditation through AdvancED in the spring of 2016. This accreditation is based upon each school within the district working together to meet common goals in relation to student achievement as well as school policies and practices.
- Credit recovery is structured in three academic terms as a means for students to retake a course in which he/she previously failed in order to earn that credit toward graduation. Our current program provides a blended learning structure with a teacher and online content via Edgenuity/e2020 with core courses and limited electives aligned to state standards. Students pay a fee for this opportunity and only earn credit upon mastery of the course content and pass the final exam in the presence of the teacher. (Mastery thresholds are set at 70% for regular education students and 60% for special education students.) During the school year there are two terms that allow students a flexible schedule to work during school breaks, after school, on weekends, at home on their own, at night in school computer labs; however, they must meet at least once a week at a regularly scheduled session with the teacher. Summer school provides a teacher daily and requires attendance daily. Students must meet with the counselor for academic guidance in order to be registered for credit recovery.
- The high school's Mentoring period is a time to not only build relationships with students but to assist them in developing the skills they will need to succeed in all aspects of life after high school. A life skills lab will be implemented to help do just that. Students will learn many life skills and techniques useful for life on their own including, but not limited to, planning for and cooking a meal, how to apply for and basics to maintaining a job, developing and living on a budget, and maintaining a home. The goal of this time will be to supply the students with skills they may not already have but will need to be a successful, independent adult.

3c. Describe how the implementation of the SIG will be evaluated for effectiveness. (See Attachment H and Attachment J)

Table 3c: Evaluation of SIG Implementation	
Department/School	Responsible for monitoring and evaluating
VPS Central Administration	<ul style="list-style-type: none"> Ms. Dorothy Blackwell - Superintendent
Vassar High School	<ul style="list-style-type: none"> Mr. Jason Kiss - Building Principal TBD - SIG Coordinator TBD - Data Coach
VPS Finance	<ul style="list-style-type: none"> Mrs. Fran Peplinski - Business Manager
ISA	<ul style="list-style-type: none"> ISA President ISA Sr Dir of Programs Project Manager Onsite Coaches
District Turnaround Network	<ul style="list-style-type: none"> Ms. Sarah Watson - ISD Blueprint Facilitator Ms. Dorothy Blackwell - Superintendent Mr. Jason Kiss - HS Principal TBD - Elementary Principal Teachers Staff Members School Board Representation
Michigan Department of Education	<ul style="list-style-type: none"> SIG Monitor OEII-SIG Program Supervisors

Vassar Public Schools is installing the MDE supported Blueprint for Rapid School Turnaround. One of the three components that drives the system work is Performance Management. "This driver system enables the district to understand and respond to the quality of the Blueprint's installation on two distinct levels: (1) the extent to which the district systems and drivers have been installed at scale to support rapid turnaround; (2) the extent to which each building's analysis of multiple measures of data indicate the degree to which the building is on track to meet or exceed its annual performance goals" (Chandler & Frank, 2016). Using the same driver system, VPS will measure the effectiveness of the implementation of the SIG. The tools to be utilized (*see Performance Management Vassar High School & Performance Management Conversation - Vassar High School documents uploaded attachment*) monitor demographics, performance goals, indicators, implementation process as well as establish a conversation protocol. "EDI believes that performance management routines are essential to driving implementation of reforms in an organization" (US Education Delivery Institute, 2014).

Metrics to Measure Effectiveness

- The components of the ISA model (see list in 3b) of whole school reform will be measured in the first year on implementation and rated as either
 - Critical Condition-** The overall objective, including the strategies/activities/deliverables it encompasses is significantly behind schedule or missing the intended quality indicator.
 - Only Slightly Moving Forward-** The overall objective, including the strategies/activities/deliverables it encompasses is somewhat behind schedule (1-2 months) and somewhat missing the intended quality indicator.
 - Moving Forward but Short of Expectations-** The overall objective, including the strategies/activities/deliverables it encompasses is mostly on schedule (within 1 month) and hits most of the intended quality indicators.
 - Meeting or Exceeding Expectations-** The overall objective, including the strategies/activities/deliverables it encompasses is on or ahead of schedule according to the timeline and surpasses the intended quality indicators.
- Academic and behavior data included in the Baseline Data Table will be monitored and measured using the tools in Performance Management Vassar High School & Performance Management Conversation - Vassar High School documents uploaded separately attachments
- Staff, student, family and community perception survey data

- Student engagement data as collected from ELEOT

Vassar Public Schools recognizes family and community involvement is directly related to student achievement. Parent and community involvement input was taken from surveys during the 2015-2016 school year through our school website, school functions and community events. Currently, we are using a variety of strategies to inform parents how their students are doing academically. Our online presence has grown over the last two years. Parents have online access to the academic progress of their student through Skyward and teacher lesson plans through Planbook.com. The community is informed of upcoming events taking place at the school via the school website and Facebook page. A wider population of community and parents are being reached by our Vassar Public School Facebook page. Several events are planned this summer to connect with the stakeholders, such as "Soup with the Sup," an event for the community to meet our new superintendent, and a K-12 Open House/Fun Night the week before school starts. Various activities are offered throughout the year to involve all stakeholders in the school setting for concerts, musicals, choral performances, sports, senior citizen Christmas brunch, Empty Bowls dinner to raise money for local food pantry, and a school wide relay event for the American Cancer Society. Parent and community involvement remains at a minimum. Our plan to increase participation of all stakeholders would be to implement a Family and Community Liaison. The primary function of this position would be to serve as conduit for the recruitment of parents and community members to participate in a newly formed PTO. Input and guidance will be collected during parent planning meetings, online surveys and events. The Family and Community Liaison will complete home visits and offer parent resources via a resource room and will be shaped using direct feedback and input collected during planning meetings. This position would also coordinate efforts with DHHS, who is stationed full time at the middle and high school buildings, to create supplemental groups, classes and trainings according to determined need. Parent involvement in the home leads to higher achievement, better school attendance, stronger homework skills, and a greater likelihood of graduating high school.

Engaging Stakeholders

- Performance management progress related to the SIG and DTN work will be shared at staff meetings and board meetings as a standing agenda item.
- Community and family stakeholders will receive progress reports at SIG related community events.
- Information will also be available upon request.

Engaging Family and Community in Implementation

- The Superintendent will provide for a comprehensive plan to engage parents, families, and community members in a partnership in support of each student's academic achievement, the District's continuous improvement, and individual school improvement plans.
- The plan will be distributed to all parents and students through publication in the Student Handbook or other suitable means.
- The plan will provide for annual evaluation, with the involvement of parents and families, of the plan's effectiveness and identification of barriers to participation by parents and families.
- Evaluation findings will be used in the annual review of the Parent and Family Involvement policy and to improve the effectiveness of the District plan.

4. Resource Profile

4a. The Vassar Public Schools will continue to align resources (i.e., local, state, federal, and other) in order to ensure implementation fidelity and effectiveness of our educational program. Input is sought from a variety of stakeholders (i.e., district, building, family, and community) for the planning and implementation of programs. VPS has already planned the use of 31A funds to support the work required as a part of the eleventh grade college readiness expectations . The high school is now a targeted Title I building and is offering after school tutoring in math and ELA. Title 6 and 31A funded additional priority school materials such as whiteboards, monitors and mounted projectors.

Current Instructional Practice	Funding Source	SIG alignment
After school tutoring in math /ELA	Title I and General Fund	Extended learning
Priority School Materials	Title 6 , 31A , RAG	Priority Requirement
Eleventh Grade College/Career	31A and General Fund	Priority Requirement
District Turnaround Network	RAG	MI Excel research

4b. The MDE requires the district to have three SIG- funded positions working at the building level as a condition of receiving the grant. These positions are:

SIG Coordinator: The position will be jointly funded between two buildings both applying for SIG. Central Elementary is applying for the Early Learning Intervention Model and Vassar High School for the Whole School Reform Model. This will be a contracted service of .5 SIG-Funded at each previously mentioned site. This individual will work with building principals, the District Turnaround Network (DTN), and teacher leaders to support and oversee all aspects of reform plan implementation and monitoring. This coordinator will work with principals and district administration to ensure adherence to SIG requirements and guidance for implementation of the reform models, budget management and oversight, and accountability for effectiveness of programming. There will also be a close partnership with the external providers through communication, coordination, and support of the implementation of each model.

Data Coach: The Data Coach will be a contracted service at the equivalent of a .5 SIG-Funded FTE at Central Elementary and .5 SIG-Funded FTE at Vassar High School. This individual will work with building principal, the DTN, and teacher leaders planning and conducting staff development activities that focus on the use of data and assessments to enhance learning and collaborative instructional planning. The data coach will work closely with each reform model provider to align the use of student data in the classroom for guiding instructional practice. The data coach will hold weekly morning meetings with each department in the high school to go over data. This coach will train staff on the problem solving protocol within the District as well as maintain fidelity with walkthroughs and support for staff members.

Family & Community Liaison: The Liaison will be a contracted service at the equivalent of a .5 SIG-Funded FTE at Central and .5 SIG-Funded FTE at Vassar High School. The primary functions for this position are listed below:

- Assist in recruiting parents as volunteers within the school for purpose of increasing parent participation, community involvement, and student achievement
- Assist office in monitoring attendance by calling for absence clarification
- Collaborate with school staff in developing programs and classes to meet the needs of parents and students
- Organizes family meetings and educational classes for program participants (ex: parenting skills, volunteer training, health education, child growth and development)
- Participate in workshops, meetings, community events, etc. for the purpose of receiving and/or presenting information
- Prepare written/online materials related to information, activities, classes to share with parents and community members
- Provide report data documenting program participation and activities to meet program, district, state or federal requirements
- Assist in coordinating with community leaders and organizations for the purpose of building resources and expanding program capabilities to assist families
- Respond to inquiries from a variety of internal and external sources (ex: Parents, students, teachers, staff, outside agencies, etc) for the purpose of providing information and/or direction as may be required
- Incentives and transportation funds for motivation and accessibility to events

See Attachment C

4d. Learning opportunities are created when staff is afforded the time, space, structure and opportunity to do so (Hawley & Valli, 1999). Monthly formal professional learning requirements for staff focuses on three main processes: collaboration in the Teacher Collaboration Center (TCC), participation in district-wide professional development, and involvement in building-level professional development. There are also regularly-scheduled contractual professional development opportunities, curriculum development days by content area, instructional coaches, and summer professional development via the Summer Institute. Topics and learning goals of the formal professional development are driven by: data, need analysis, best practices and staff feedback. In months where the minimum of 8 hours of formal professional development falls short, the time is supplemented by informal professional development or by administration required after-school meetings following contractual agreements. Attendance and satisfactory participation for each teacher in TCC will be paid at a rate of \$24.99 x 1.3345 per hour.

Since teachers benefit from multiple opportunities to learn and learn best when self-directed, informal professional development will continue to be ongoing and flexible in nature as teachers form professional learning communities/critical friends groups and/or independently research and collaborate outside of the formal learning requirements stated above. (A few examples include, but are not limited to teachers: conferring with colleagues on strategies to meet the needs of specific students or classes, researching new techniques and/or enrolling in classes, examining student work to fine-tune/update lessons or developing assessments based on analysis of test results and advice from feedback from the professional learning community analysis on common assessments). Topics of informal professional development focus on the idea that adults learn best when they are: self-directed, building new knowledge upon pre-existing knowledge; aware of the relevance and personal significance of what they are learning; or self-reflective in nature thus grounding theoretical knowledge in actual events (Bransford, Brown, & Cocking, 2000; Knowles, Holton, & Swanson, 1998).

In order to assist in creating a professional learning culture, administration will: free up time for teachers to best benefit from their learning; eliminate excessive paperwork and/or non-instructional duties for teachers; coordinate teachers' schedules; communicate/clarify goals, outcomes and priorities; develop norms and protocol for collaboration in professional learning communities; assist in collection of valid performance measures. Continuing with creating a professional learning culture, a data coach will implement data dialogues will take place every Wednesday morning before school for an hour. Each content area (Math, ELA, Science, and Social Studies) will meet from 7 to 8 a.m., one Wednesday a month, with the data coach, to review and refine existing student data. This meeting will be used to examine individual student progress and overall subject level success. Staff will also use this time to determine whether instructional interventions are proving to be successful.

Job-embedded professional development (JEPD) is grounded in daily practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). It is primarily school- or classroom-based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council, 2010). JEPD is a shared, ongoing process that makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work (Hawley & Valli, 1999). High-quality JEPD is also aligned with state standards for student academic achievement and any related local educational agency and school improvement goals (Hirsh, 2009).

Primary sources appear as cited in <http://files.eric.ed.gov/fulltext/ED520830.pdf>. Please see attachment C chart overview of monthly professional learning for the first year of SIG and time allotted for monthly professional learning.

5. External Service Provider Selection

ESP Vetting and Selection in Relations to the Chosen Whole School Model (See Attachment H and Attachment I)

Key external providers were researched, identified, and vetted for the purpose of providing needed educational services to match the identified model and targeted interventions. Two key areas where ESP would be needed were identified by the leadership and SIG teams. The first area was ESP coaches and consultants needed for the building and implementation of systems. The second area was the use of ESP for specific programming as identified within the 'umbrella' of a specific intervention/program need.

1). ESP/Consultants: For the use of building systems, processes and the implementation and sustaining of those systems within the model:

- I. **Institute for Student Achievement (ISA Staff):** ISA has a proven track record for working with schools to target students who are traditionally underserved and underperforming. Their model is evidenced and inquiry based standing on the foundation of seven principles of college prep, extended day, continuous professional development, distributive counseling, teacher teams, parent involvement and continuous improvement. The ISA works within a district's location to provide services, research and expertise. ISA's foundational work matches our need in working with our identified subgroups of special education and students of low socioeconomic status. The seven principles directly align to what was established in our focus and priority school plans thus integrating and enhancing the work we have already begun in teacher collaboration, literacy, mathematics, mentoring and inquiry, and within our AdvancEd accreditation model. The ISA is a registered ESP provider with the State of Michigan.
- II. **Curriculum Connections, LLC (Elaine Makas, Ph.D., Consultant):** Dr. Makas has a proven track record working with Vassar Public Schools and over 20 other schools/districts within the State of Michigan. Curriculum Connections, LLC is a registered SIG provider with the State of Michigan. Dr. Makas is also registered as an ABCS coach for school reform, completing the training that was a collaborative effort between the Michigan Department of Education and Michigan State University. Her skills and expertise is demonstrated by a rise in standardized achievement scores within all districts for which she has consulted. Dr. Makas has also been involved in accreditation processes and extensive program development and implementation at the secondary and university levels especially in the areas of building curriculum systems and implementing research-based strategies within a systemic model. Dr. Makas has taught, and continues to teach, educational leadership within a shared leadership philosophy for Oakland University, University of Michigan Flint and Saginaw Valley State University at the graduate level. Her published research is in the area of sustaining curriculum and other district systems. Dr. Makas' work specifically aligns to the targeted need of building and sustaining systems, creating teacher collaboration and closing subgroup achievement gaps.
- III. **Saginaw Valley State University Math and Science Center (Jonathan Gould, Ph.D., Consultant):** Dr. Gould is extensively involved in the development and implementation of the SVSU Math and Science Center which services schools in the Mid-Michigan tri-county area. Dr. Gould also serves as the chair of the SVSU Department of Education. Dr. Gould's expertise is in the area of cooperative and hands-on learning and depth of knowledge within instruction and assessment. Dr. Gould works with teachers in the classrooms to demonstrate and coach in student-centered learning research-based strategies and continuous assessment.
- IV. **Institute for Excellence in Education:** The Institute for Excellence in Education (IEE) will work collaboratively with ISA to support their model of whole school reform. Services provided will include standards-based professional learning opportunities, job-embedded coaching and the Focused Instruction Model (FIM) in both math and ELA.

2). ESP/Programming: For the use in specific activities designed within the umbrella of an intervention or targeted need.

- I. **Teacher Summer Institute** (reinforcement of classroom instructional strategies for identified sub-groups). A teacher summer institute is held annually during the first two days of summer. The Institute is designed to reinforce classroom teaching strategies in the identified targeted areas. The Teacher Summer Institute uses professors and experts in each content or sub group field to work with small teams of teachers. In the past the following colleges and universities have participated: University of Michigan, Alma College, and Saginaw Valley State University.
- II. **Capturing Kids Hearts** (trust and relationship building). *Capturing Kids' Hearts* is a research-based immersive, participatory experience. Teachers, staff, and administrators learn and practice skills they will use and model in their classrooms, schools, and districts that include how to build meaningful relationships, how to create safe, effective learning environments, how to use social contracts with students and techniques for dealing with conflict, negative behavior and disrespect issues. In connection to our trust building and student engagement strategies and interventions, the program *Capturing Kids Hearts* will be used as the foundation to springboard the model's work with all stakeholders in the area of trust, relationship building and student academic and social success.

Selection Process: Staff Consensus

The above external providers were chosen over a three phase process. The initial phase was a mandatory staff meeting with the building principal to discuss the possibility of a School Improvement Grant (SIG). The second meeting was held in the high school with various teacher leaders from Vassar Central Elementary, Vassar Middle School and Vassar High School. The team discussed the

hurdles that remained for the district and any existing staff apprehensions or questions regarding both the SIG and the Whole School Reform Model. As a group we discussed the process of a SIG and how it would relate to each building. The ISD superintendent attended and we were able to have a conversation in regards to what other districts in the county are doing in regards to staff coaching and external providers. For additional information a phone conference was held with ISA. The third meeting held was for all staff to discuss SIG and ESP's. Again, at this meeting, teachers and stakeholders were given the opportunity to speak freely and voice concerns. At the end of this staff meeting an invitation to collaborate in writing the SIG was openly given by the superintendent thus emerging a large and well-represented group of stakeholders who then became the SIG team.

Monitoring and Evaluation:

Two evaluation processes will be put in place:

- 1) External Service Providers for Systems/Model/Interventions:
 - a. Stakeholder feedback: any and all stakeholders that are involved with any ESP will be asked to complete an annual survey.
 - b. Leadership team feedback: the district/building leadership team will do a formal evaluation of the ESP that includes data, stakeholder perception and adherence to model/system needs.
 - c. Data analysis: student achievement and other identified data will be used within the ESP evaluation.
- 2) External Service Providers for Programming:
 - a. All participants will sign-in to each provided program.
 - b. Title IIA participant surveys will be used for evaluation.

The Institute for Student Achievement (ISA)'s evidence-based whole school reform model supports the reform of high schools into personalized, vibrant high performing educational organizations that develop the capacity to graduate all students prepared for success in post-secondary education and careers.



ISA meets all federal guidelines for evidence-based school improvement and has a study which meets the **What Works Clearinghouse** guidelines.

<http://www2.ed.gov/programs/sif/sigevidencebased/index.html>

6. Increased Learning Time

Extensive changes have already been made to increase the amount of student to teacher contact time during the school day as well as the addition of more days to better meet the needs of our student's education. We have negotiated with our local union for an increase in student to teacher contact time through the addition of our 30 minute per day mentoring program. Additionally, the union has already reached an agreement to move from 176 student days to 180 student days. These negotiations have led to an increase of over 112 hours of additional instruction time for our students.

It is the overall goal of the mentoring program to increase learning time and to focus mainly on student engagement. The mentoring program is designed to ensure students and parents are up to date on their student's education through goal setting and progress reporting. In addition, the mentoring program will incorporate engagement pieces such as clubs, life skills, team building and study skills development. It is anticipated that in addition to these focuses that the student/teacher relationship will also be fostered within the program, creating an additional support person for each student. Research-based skills and strategies will be provided to the teaching staff within the Teacher Collaboration Center. The focus of the mentoring program will be on identification and intervention with the bottom 30%, thus providing extra services to address student's education in this demographic.

The school day and year is also extended for students who need to recover credit. Credit recovery is structured in three academic terms as a means for students to retake a course in which he/she previously failed in order to earn that credit toward graduation. Our current program provides a blended learning structure with a teacher and online content via Edgenuity/e2020 with core courses and limited electives aligned to state standards. Students pay a fee for this opportunity and only earn credit upon mastery of the course content and pass the final exam in the presence of the teacher. (Mastery thresholds are set at 70% for regular education students and 60% for special education students.) During the school year there are two terms that allow students a flexible schedule to work during school breaks, after school, on weekends, at home on their own, at night in school computer labs; however, they must meet at least once a week at a regularly scheduled session with the teacher. The third term, termed summer school, provides a teacher daily and requires attendance daily. Students must meet with the counselor for academic guidance in order to be registered for credit recovery. The teacher and counselor will be paid at a rate of \$24.99 x 1.3345 (for tax/deductions) per hour for the time/work that is in addition to the regular school day.

<http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Credit-recovery-programs/Credit-recovery- programs-full- report.html>

7. Timeline

Please reference Attachment D for a detailed timeline for full implementation in years 1-3. See attachment I

To sustain the efforts of years 1-3, as outlined in Attachment D, Vassar High School will follow the five step process of sustainability as outlined below.

Sustainability Step #1: A Capacity Building Program through Education of Sustainability Theory/Practice (addresses system's dynamism and foundational trust):

- Sustainability Knowledge with Individualized Foundation: A minimum of two sessions will be provided on the understanding and practice of sustainability theory and what are our unique and specific interwoven sets of intervention processes. These sessions, through an external specialist, will be presented to the leadership team, Teacher Collaboration Center participants (includes all high school teachers) and the district school improvement team (thus covering all stakeholders).
- Trust Building: A set of trust building activities will be conducted by an external provider throughout the first two years of the grant in order to bridge any breakdowns that occurred due to the stress of being labeled a priority school and to offset the many changes (positive and negative) that have taken place due that identification.
- Establishment of Communication Protocols: An established set of K-12 communication protocols based on the MDE Blueprint for Turnaround will be established and communicated to all stakeholders.

Sustainability Step #2: Maintaining communication protocols (addresses foundation of trust)

- Communication protocols will be shared through various media avenues.
- Monthly staff meetings will be held at all levels.
- Weekly administration meetings will be held at Central office.
- Weekly email updates will be sent to all staff every Friday by leadership designee.
- Weekly updates will be posted to Skyward for student and parent updates by the principal.
- Communication will be maintained through district processes: quarterly school improvement meetings and monthly curriculum council and academic content committee meetings.
- Department chairs will meet monthly with administration and academic/system coaches.
- Trust building activities will be addressed after the first two years of the process as determined by central office and the district school improvement team.

Sustainability Step #3: Securing teacher/leader capacity and freedom of practice (addresses system's relatedness and creativity)

The *Teacher Collaboration Center* (TCC) will be the hub of securing and maintaining teacher and shared leadership practices for the model. Meeting weekly for one hour, each teacher team will collaborate together to learn about, integrate, implement and evaluate the specific intervention strategies designed for student success and to address sub-group gaps. This process will enable teachers to learn interventions, be supported by coaching and have the creativity/freedom to implement these strategies into their own content and classroom to best meet the needs of their students. This will help to sustain the system by building in the ability for practitioners to re-energize, re-create and renew intervention practices – keeping movement within the place where interventions happen – within the classroom and between teachers and students. The collaboration process will be extended and coordinated with school/district professional development, staff meetings and school improvement goals. Key intervention areas to be sustained in this step are:

- Academic: Reading/inquiry classroom strategies, math achievement, college/career readiness and continuous use of data for instruction.
- Non-academic Support: Mentoring (student academic monitoring and relationships/connections to school).

Sustainability Step #4: Systematized use of data (address system's hierarchical needs)

- The establishment of a data warehousing process and site within the district.
- Annually scheduled evaluation and presentation of data for achievement and gap analysis (demographics and summative assessment: SAT/M-Step or current state assessment program).
- The continuous evaluation of data to inform instruction (NWEA, common assessments, specific intervention data on strategies and mentoring through the TCC and other district venues)
- Quarterly student engagement (ELEOT tool and mentoring feedback)

Sustainability Step #5: Established and maintained continuous improvement practices (address system's fragility and feedback loop)

The continuous improvement practices and processes will be fulfilled by the district/school's AdvancEd Accreditation processes. Being an AdvancEd accredited district, the school is on a continuous cycle of improvement through the AdvancEd external

process which includes external reviews, annual reports, building and district self-assessment reports, school improvement plan alignment, stakeholders surveys and the current external review identified processes for the two-year report. In addition the district/school submits an annual school improvement plan. To enhance the continuous improvement process with all stakeholders, the district/school will use the AdvancEd accreditation parent and community survey annually.

As a Priority School, Vassar High School has developed a comprehensive Transformation Plan based on data from several sources. Vassar High School uses state testing data, NWEA, failure rate, and teacher referral to create a system of support, encouragement, and accountability for students in order to meet academic expectations. The formative assessment process will be centered on the NWEA testing process, which is a national criterion referenced test. The students, grades 6-12, will be tested twice a year. The testing will be administered at the end of marking period one and marking period three. By using our data to determine causation for academic gaps in our student achievement, we support our instructional strategies to align and improve core instruction. We have increased our instructional time by approximately 40 minutes per day, with an additional four days added on to the school year. We have implemented a process to protect instructional time by scheduling many cross-curricular and extracurricular activities during non-instructional time. We have implemented an inclusion/co-teaching model for better use of inclusion classroom time. We provide drop-out remediation through Seat Time Waivers. We have implemented universal screening in reading, writing and math with intervention classes for students in all grades who test significantly below grade level in core proficiencies. Reading enhancement, algebra I intervention, and geometry intervention courses are currently offered with data aiding in the determination of other needed remediation courses. A multi-tiered student learning response system will be developed using data from MEAP, NWEA, Common Assessments, credits earned, and GPA. This data will provide a systematic program for categorizing student assessment data, identifying patterns, linking areas of need to validated interventions, then enacting the interventions with fidelity, progress monitoring and either adjusting the intervention plan or reclassifying the student based on growth. Areas of consistent weakness trigger investigation into potential shortcomings in curriculum and courses. Interventions that are not producing intended outcomes are revised or restructured.

8. Annual Goals

8a. Please reference Attachment E, see Attachment K

8b. Vassar will continue to utilize all available student data to identify student needs and implement interventions to promote student growth. Through our Teacher Collaboration Center (TCC), we will provide all staff with the opportunity to have data dialogues about each subject area where students were tested. Remediation classes will be utilized to assist the identified students in improving the areas indicated by benchmark data for MSTEP, NWEA, PSAT and SAT.

Vassar High School adapted the eleot program, offered by AdvancED, as a way to evaluate student engagement levels in the classrooms. This tool was chosen because it was evident students were not engaging in their classes. The data collected from the tool can be disaggregated to look for the specific areas within student engagement where students are showing low levels. Time in TCC will be used to look at that data and then collaborate to find strategies to raise student engagement levels.

Data dialogues will be continuous and ongoing through the use of our weekly TCC meetings and at least three times per year in our social studies, science, English and math departmental meetings. Additional analysis will be done whenever new scores become available from standardized testing. After data has been compiled for each of these tests, it will be shared and analyzed in the next TCC meeting.

In order to ensure the continuous use of student data to meet individual needs, Vassar Public Schools will be adopting the Problem Solving Protocol. On October 7, 2016, staff will be trained in Installing a Blueprint for Rapid School Turn-around, and will install Wellman and Lipton's Collaborative Learning Cycle.

Along with the Wellman and Lipton's Collaborative Learning Cycle protocol, Vassar High School will also continue to utilize all available student data (M-STEP, NWEA, PSAT, SAT, & common assessments) to identify student needs and implement interventions to promote student growth. Data dialogues will take place every Wednesday morning before school for an hour. Each content area (Math, ELA, Science, and Social Studies) will meet from 7 to 8 a.m., one Wednesday a month, with the data coach, to review and refine existing student data. This meeting will be used to examine individual student progress and overall subject level success. Staff will also use this time to determine whether instructional interventions are proving to be successful.

In addition, student data will be used as a basis for guiding differentiated instruction and will be discussed and shared across content areas through our Teacher Collaboration Center (TCC) one time a month. This will provide all staff with the opportunity to have data dialogues across content and subject areas where students are struggling. Remediation classes will be utilized to assist the identified students in improving in the areas indicated by benchmark standards on M-STEP, NWEA, PSAT and SAT. Using student's benchmark data in each remediation class will ensure teachers are using strategies, interventions, and instructional programs that are research-based, developmentally appropriate, and are aligned with our common core state standards to increase student's understanding of specific data supported topics of need.

9. Sustaining Reforms

- A. **Capacity Building and Involvement in the Sustainability Plan Design and Stakeholders (across leadership and staff):** First and foremost it is imperative for capacity building to begin with the understanding of all stakeholders on what sustainability is and how it works. Sustainability is defined in this setting as a relationship between the dynamic, cultural, economic and biophysical systems housed within the school or district (Makas, 2010, Iverson & Cornett, 1994).

The key components for sustaining a system is the ability for the system to live in balance and have the capability to reproduce or reinvent itself cradled in a foundation of trust (Makas, 2010). Educational systems follow an educational biome that is representative of biomes in a natural world setting. Programs of sustainability must include Dynamism (set of processes in place – interventions and support processes), Relatedness (how the processes relate to one another), Hierarchy (which processes or interventions weigh heavier on system sustainability and success), Creativity (freedom to create energy flow), and Differential Fragility (how much change can the system successfully absorb) (Norton, 1992).

Stakeholders are defined and identified by the membership guidelines for Michigan's school improvement process. All stakeholders that were present at the initial design of the transformation priority plan: central office and building administrators, teachers (including a representative from the feeder elementary and middle schools), curriculum and technology personnel, board of education, union and parent representations. The below sustainability was developed from the initial work of this group and presented to the team.

Sustainability Step #1: A Capacity Building Program through Education of Sustainability Theory/Practice (addresses system's dynamism and foundational trust):

- Sustainability Knowledge with Individualized Foundation: A minimum of two sessions will be provided on the understanding and practice of sustainability theory and what are our unique and specific interwoven sets of intervention processes. These sessions, through an external specialist, will be presented to the leadership team, Teacher Collaboration Center participants (includes all high school teachers) and the district school improvement team (thus covering all stakeholders).
- Trust Building: A set of trust building activities will be conducted by an external provider throughout the first two years of the grant in order to bridge any breakdowns that occurred due to the stress of being labeled a priority school and to offset the many changes (positive and negative) that have taken place due that identification.
- Establishment of Communication Protocols: An established set of K-12 communication protocols based on the MDE Blueprint for Turnaround will be established and communicated to all stakeholders.

B. Sustaining Selected Interventions:

Sustainability Step #2: Maintaining communication protocols (addresses foundation of trust)

- Communication protocols will be shared through various media avenues.
- Monthly staff meetings will be held at all levels.
- Weekly administration meetings will be held at Central office.
- Weekly email updates will be sent to all staff every Friday by leadership designee.
- Weekly updates will be posted to Skyward for student and parent updates by the principal.
- Communication will be maintained through district processes: quarterly school improvement meetings and monthly curriculum council and academic content committee meetings.
- Department chairs will meet monthly with administration and academic/system coaches.
- Trust building activities will be addressed after the first two years of the process as determined by central office and the district school improvement team.

Sustainability Step #3: Securing teacher/leader capacity and freedom of practice (addresses system's relatedness and creativity)

The *Teacher Collaboration Center* (TCC) will be the hub of securing and maintaining teacher and shared leadership practices for the model. Meeting weekly for one hour, each teacher team will collaborate together to learn about, integrate, implement and evaluate the specific intervention strategies designed for student success and to address sub-group gaps. This process will enable teachers to learn interventions, be supported by coaching and have the creativity/freedom to implement these strategies into their own content and classroom to best meet the needs of their students. This will help to sustain the system by building in the ability for practitioners to re-energize, re-create and renew intervention practices – keeping movement within the place where interventions happen – within the classroom and between teachers and students. The collaboration process will be extended and coordinated with school/district professional development, staff meetings and school improvement goals. Key intervention areas to be sustained in this step are:

- Academic: Reading/inquiry classroom strategies, math achievement, college/career readiness and continuous use of data for instruction.
- Non-academic Support: Mentoring (student academic monitoring and relationships/connections to school).

Sustainability Step #4: Systematized use of data (address system's hierarchical needs)

- The establishment of a data warehousing process and site within the district.
- Annually scheduled evaluation and presentation of data for achievement and gap analysis (demographics and summative assessment: SAT/M-Step or current state assessment program).
- The continuous evaluation of data to inform instruction (NWEA, common assessments, specific intervention data on strategies and mentoring through the TCC and other district venues)
- Quarterly student engagement (ELEOT tool and mentoring feedback)

Sustainability Step #5: Established and maintained continuous improvement practices (address system's fragility and feedback loop)

The continuous improvement practices and processes will be fulfilled by the district/school's AdvancEd Accreditation processes. Being an AdvancEd accredited district, the school is on a continuous cycle of improvement through the AdvancEd external process which includes external reviews, annual reports, building and district self-assessment reports, school improvement plan alignment, stakeholders surveys and the current external review identified processes for the two-year report. In addition the district/school submits an annual school improvement plan. To enhance the continuous improvement process with all stakeholders, the district/school will use the AdvancEd accreditation parent and community survey annually.

C. Sustainment Commitment after SIG: Since sustainability is actually an integrated part of the system processes that have been established during the SIG grant period, there is no need to change the above described practices. By the time the SIG Cohort has ended, communication protocols, teacher capacity, systemized use of data and continuous improvement through the AdvancED accreditation cycle will have established institutional practices embedded in the culture and 'way of doing business' in the school/district. If the system needs additional sustainability at the ending of the SIG grant it would demonstrate a breakdown in the differential fragility of the system along the way. This demonstrates how important it is that the above established processes should be adhered to throughout the grant process thus securing the best guarantee possible for sustainment with or without an external source of any kind. In other words, the commitment to sustain the model after the ending of the SIG cycle is in the school/district maintaining of the above five sustainability steps.

10. Budget Narrative and Preliminary Budget Overview

Please reference Attachment F.2 , Attachment J and Attachment M

10a. SIG Coordinator: The SIG Coordinator position will be jointly funded between two buildings at Central Elementary for the Early Learning Intervention Model (and applying for a SIG) and Vassar High School for the Whole School Reform Model (and applying for a SIG). This will be a contracted service of **.5 SIG-Funded FTE** at each site. This individual will work with building principals, the District Turnaround Network (DTN) coordinator, and teacher leaders to support and oversee all aspects of reform plan implementation and monitoring. This coordinator will work with principals and district administration to ensure adherence to SIG requirements and guidance for implementation of the reform models, budget management and oversight, and accountability for effectiveness of programming. There will also be a close partnership with the external providers through communication, coordination, and support of the implementation of each model.

Data Coach: The Data Coach will be a contracted service at the equivalent of a **.5 SIG-Funded FTE** at Central Elementary and **.5 SIG-Funded FTE** at Vassar High School. This individual will work with building principal, the DTN, and teacher leaders planning and conducting staff development activities that focus on the use of data and assessments to enhance learning and collaborative instructional planning. The data coach will work closely with each reform model provider to align the use of student data in the classroom for guiding instructional practice. The data coach will meet with grade level teams and provide a structure for continuous data discussions. This coach will train staff on the problem solving protocol within the District as well as maintain fidelity with walkthroughs and support for staff members.

Family & Community Liaison: The Liaison will be a contracted service at the equivalent of a **.5 SIG-Funded FTE** at Central and **.5 SIG-Funded FTE** at Vassar High School. The primary functions for this position are listed below:

- Assist in recruiting parents as volunteers within the school for purpose of increasing parent participation, community involvement, and student achievement.
- Assist office in monitoring attendance by calling for absence clarification.
- Collaborate with school staff, in developing programs and classes to meet the needs of parents and students.
- Organizes family meetings and educational classes for program participants (ex: parenting skills, volunteer training, health education, child growth and development).
- Participate in workshops, meetings, community events, etc. for the purpose of receiving and/or presenting information.
- Prepare written/online materials related to information, activities, classes to share with parents and community members
- Provide report data documenting program participation and activities to meet program, district, state or federal requirements
- Assist in coordinating with community leaders and organizations for the purpose of building resources and expanding program capabilities to assist families
- Respond to inquires from a variety of internal and external sources (ex: Parents, students, teachers, staff, outside agencies, etc) for the purpose of providing information and/or direction as may be required

Additional Coaching: Contracted services \$60,000 for leadership coaching for principal and \$6500 for mathematics focus coaching.

Instructional Technology: See Attachment H and Attachment L

Chromebook carts: Dell Chromebook 11-3120 with Google Chrome Management License and Go Guardian License along with 4 year onsite warranty, AverCharge C36i cart for the chromebooks.

Professional development for instructional technology each year.

IXL software for supplementing the Math and ELA curriculum for 600 students = \$7,200 each year. We are integrating the use of the IXL online curriculum for math and reading. Eight Google Chrome book carts (totaling 288 individual devices) will be purchased each year (years 1-3) to be used for BaseCamp intervention periods. This will provide Central Elementary with 1 to 1 mobile learning devices for educational learning and collaboration across curriculum and grade levels. The IXL curriculum is aligned to state standards, tracks student progress and assesses students utilizing various question techniques. An incentive program is embedded to motivate student achievement. Staff will be trained and supported in integrating instructional technology into their delivery model.

Online library to supplement our reading program for HS. The online library at Vassar Public Schools will encourage students and families to read and helps students maintain reading skills, as well as the skills required to read online for state mandated testing.

Year 1 = \$4,100; Year 2 = \$2,560; Year 3 = \$1,025; Year 4 = \$1,025 for sustainability; Year 5 = \$1,025 for sustainability

10.b

Please reference Attachment C.1, Attachment J and Attachment M

Vassar high school is choosing to implement Option B, full implementation for years 1-3 and sustainability for years 4-5. Technology, material, supplies, and some professional development will not be purchased in years 4-5. The general fund will take over responsibility of some professional development and teacher collaboration stipends. Within the detailed budget we addressed full implementation (years 1-3) and reform sustainability (years 4-5). The district budget details all the costs for each service, initiative, supply, provider and improvement for both buildings. Each building has a separate budget that details the individual costs. The district business manager worked closely with the SIG team and superintendent to ensure we stayed within the budgetary guidelines and all calculations are accurate.

The SIG coordinator, data coach, and family/community liaison will work with building principals, the District Turnaround Network (DTN), and teacher leaders to support and oversee all aspects of reform plan implementation and monitoring. Those serving in these roles will work with principals and district administration to ensure adherence to SIG requirements and guidance for implementation of the reform models, budget management and oversight, and accountability for effectiveness of programming. Additionally the district will contract with external service providers for several needs written in the grant. The district in partnership with the providers has developed a protocol for monitoring. It is described below.

10.c

Please reference Attachment C.1 and Attachment M

We have assembled budgets for the complete five years of the grant. Alignment with proposed staffing, professional learning plans, and interventions can be found in this detailed attachment. Year 1, 2, and 3 do not exceed \$750,000 annually and years 4 and 5 do not exceed \$500,000.

Attachments

Attachment A: Baseline Data (to be uploaded as a separate Excel file into MEGS+)

Attachment B: Intervention Model

Attachment C: Professional Development Calendar

Attachment D: SIG Timeline

Attachment E: Annual Goals

Attachment F.2: Budget Narrative

Attachment G: Assurances and Certifications

Attachment H: Student Achievement Data

Attachment I: Whole School Reform Model (ISA)

Attachment J: MI EXCEL Blueprint (District Turnaround Network)

Attachment K: Problem Solving Protocol

Attachment L: Instructional Technology

Attachment M:Detailed Budgets

Attachment A: Baseline Data Collection

The SIG baseline data collection is to be uploaded into MEGS+ as a separate Excel document. Do not insert here.

Attachment B: Intervention Model

Vassar High School will partner with the Institute for Student Achievement (ISA), an evidence based, whole school reform model that meets the What Works Clearing House standards and the SIG definition of a Whole School Reform Model Developer according to the Evaluation Studies on the website <http://www.studentachievement.org/results/research>. ISA's model has been approved for use in School Improvement Grants (SIG) as an evidence-based Whole School Reform model. In choosing ISA, Vassar High School looked at their previous Priority school implementation plan to assess which Whole School Model best fit their school. To determine the impact of ISA on student achievement, we interviewed the company, met with representatives, and assessed their ability to serve our population of low socioeconomic status and high special education population. We found that ISA has a significant positive impact on student achievement with no significant negative outcomes.

The evidence supporting ISA's success is based on studies of samples similar to Vassar's population. ISA students faced several disadvantages, including low socioeconomic status and poor prior achievement, over 70% of the students are free/reduced lunch eligible and over 60% enter 9th grade with significant deficits in math and literacy. However, despite these hurdles, students in ISA high schools have better attendance rates, accumulation of more academic credits, are less likely to drop out, and are more likely to graduate from high school within 4 years than their comparison peers.

ISA's whole-school reform model is grounded in 7 research based principles that are designed to help under-performing schools graduate all students ready for college and careers. The 7 principles serve as a framework to transform a school's organizational and educational practices to a personalized and rigorous educational program that embodies the values and goals of the school community and produces a college-going culture. The 7 research based principles are:

1. A college preparatory instructional program to provide all students with rigorous inquiry based curriculum and instruction aligned with the Common Core State Standards and which embeds content and numeric literacy in the content areas.
2. An extended school day and year to provide additional opportunities for student enrichment and remediation.
3. A dedicated team of teachers and counselors that provides a consistent support network and safety net throughout the student's 4 years of high school.
4. Distributed counseling in which all faculty take responsibility for students' academic, social, and emotional development and produce trusting and caring relationships with students that can be leverage to increase students' achievement.
5. Continuous professional development to establish a collaborative and professional learning community in which teachers, counselors, and school leaders participate in job-embedded coaching and other forms of professional development opportunities, including ISA Summer and Winter Institutes.
6. Parental involvement and engagement in their child's education.
7. Continuous organizational improvement through the use of multiple forms of data to monitor program implementation and student progress and performance outcomes.

The goal at Vassar High School is for all students grades 9 – 12 to receive the benefits of the creation of an ISA college readiness/inquiry curriculum in all subjects. The development and implementation of such curriculum is dependent upon ISA coaching of both the school leadership and teaching staff. Student receptivity and growth of responsiveness to ISA college curriculum is dependent on the continued development of mentoring, teacher advocacy for students, student advocacy for themselves, and direct communication from school to home.

At Vassar there is a strong alignment to the ISA strategies for fostering family and community engagement. The school has developed contacts with community organizations that support student success. Community organizations also support the 12th grade Senior Exit Project, serving as panel members and mentors. As part of his work advocating for students, the guidance counselor created a career exploration programs for all grades. In response to support school/home connections the school has designated a point person through the Department of Health and Human Services to implement the Pathways to Potential program in the high school as a way to monitor advisor calls to advisee homes to inform parents of attendance, progress, social or emotional issues.

Vassar will commit to ISA's principles and a good faith effort in setting up the structures and personnel to ensure continued successful work. ISA looks forward to continuing our work with the students, staff, faculty, and leadership at Vassar High School in the years to come.

Attachment C: Professional Development Calendar

Vassar High School Monthly Professional Learning Overview: First Year of SIG					
Date	Time	Participants	Topic(s)	\$ Amount	Hours/ Month
July 28, 2015	8-4	Teachers/Administrators	Blueprint for Turnaround	\$ TISD	14
July 29, 2015	8-4	Teachers/Administrators	Blueprint for Turnaround	\$ TISD	
August 30, 2016	8-3:30	All Staff	Capturing Kids Hearts: Building Relationships	Title II	14
August 31, 2016	8-3:30	All Staff	Capturing Kids Hearts: Building Relationships	Title II	
September-12 days	Ongoing & job-embedded	All teachers by grade level or content area led by academic coach, leadership coach-IEE	Job-Embedded Coaching in Professional Learning Communities-Math, Data, Literacy & Leadership	\$160,000 All Coaching Year 1 \$16,000/ /month	14 hours + 12 days of coaching
September 1, 2016	8-11:30	Teachers	Capturing Kids Hearts: Building Relationships (Lesson Planning)	Title II	
September 6	1-3:30	Teachers	Student Mentoring Program	-	
September 8, 15, 22 & 29, 2016	Preparation Period every Thursday	Teachers led by Curriculum Director & invited guest speakers	Curriculum implementation, inquiry & project-based learning, student mentoring, technology in the classroom, and using data for effective instruction	\$24.99 x 1.3345 per teacher (28) x 4 days this month	
September 8, 2016	3:40-4:40	Curriculum Council	System Sustainability	\$24.99 x 1.3345 per teacher (8)	
September 22, 2016	3:40-4:40	District Math/Science & Technology Committee	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (8)	
September 29, 2016	3:40-4:40	District School Improvement Steering Committee	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (8)	
October 12 days	Ongoing & job-embedded	Teachers by grade level or content area led by academic coach, leadership coach-IEE	Job-Embedded Coaching in Professional Learning Communities-Math, Data, Literacy & Leadership	\$160,000 All Coaching Year 1 \$16,000/ /month	12 hours + 12 days of coaching
October 6, 13, 20 & 27, 2016	Preparation Period every Thursday	Teachers led by Curriculum Director & invited guest speakers	Curriculum implementation, inquiry & project-based learning, student mentoring, technology in the classroom, and using data for effective instruction	\$24.99 x 1.3345 per teacher (28) x 4 days this month	
October 6, 2016	3:40-4:40	District School Improvement & Curriculum Council	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (16)	
October 7, 2016	1-3:30	All Teachers (EL, HS)	Current Issues in Education	TISD	
October 11, 2016	3:40-4:40	Teachers	After-School Meeting (Date aligned w/ SB meeting-subject to change)	-	
October 20, 2016	3:40-4:40	Reading, Writing & Social Studies Committee	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (8)	
October 31	1-3:30	HS Staff	Student Mentoring Program	-	
November 10 days	Ongoing & job-embedded	Teachers by grade level or content area led by	Job-Embedded Coaching in Professional Learning	\$160,000 All Coaching Year 1	8.5 hours +10 days

		academic coach, leadership coach-IEE	Communities-Math, Data, Literacy & Leadership	\$16,000/ /month	of coaching
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Vassar High School Monthly Professional Learning Overview: First Year of SIG					
Date	Time	Participants	Topic(s)	\$ Amount	Hours/ Month
July 28, 2015	8-4	Teachers/Administrators	Blueprint for Turnaround	\$ TISD	14
July 29, 2015	8-4	Teachers/Administrators	Blueprint for Turnaround	\$ TISD	
August 30, 2016	8-3:30	All Staff	Capturing Kids Hearts: Building Relationships	Title II	14
August 31, 2016	8-3:30	All Staff	Capturing Kids Hearts: Building Relationships	Title II	
September- 12 days	Ongoing & job-embedded	All teachers by grade level or content area led by academic coach, leadership coach-IEE	Job-Embedded Coaching in Professional Learning Communities-Math, Data, Literacy & Leadership	\$160,000 All Coaching Year 1 \$16,000/ /month	14 hours + 12 days of coaching
September 1, 2016	8-11:30	Teachers	Capturing Kids Hearts: Building Relationships (Lesson Planning)	Title II	
September 6	1-3:30	Teachers	Student Mentoring Program	-	
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September 8, 2016	3:40-4:40	Curriculum Council	System Sustainability	\$24.99 x 1.3345 per teacher (8)	
September 22, 2016	3:40-4:40	District Math/Science & Technology Committee	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (8)	
September 29, 2016	3:40-4:40	District School Improvement Steering Committee	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (8)	
October 12 days	Ongoing & job-embedded	Teachers by grade level or content area led by academic coach, leadership coach-IEE	Job-Embedded Coaching in Professional Learning Communities-Math, Data, Literacy & Leadership	\$160,000 All Coaching Year 1 \$16,000/ /month	12 hours + 12 days of coaching
October 6, 13, 20 & 27, 2016	Preparation Period every Thursday	Teachers led by Curriculum Director & invited guest speakers	Curriculum implementation, inquiry & project-based learning, student mentoring, technology in the classroom, and using data for effective instruction	\$24.99 x 1.3345 per teacher (28) x 4 days this month	
October 6, 2016	3:40-4:40	District School Improvement & Curriculum Council	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (16)	
October 7, 2016	1-3:30	All Teachers (EL, HS)	Current Issues in Education	TISD	
October 11, 2016	3:40-4:40	Teachers	After-School Meeting (Date aligned w/ SB meeting-subject to change)	-	
October 20, 2016	3:40-4:40	Reading, Writing & Social Studies Committee	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (8)	
October 31	1-3:30	HS Staff	Student Mentoring Program	-	
November 10 days	Ongoing & job-embedded	Teachers by grade level or content area led by	Job-Embedded Coaching in Professional Learning	\$160,000 All Coaching Year 1	8.5 hours +10 days

		academic coach, leadership coach-IEE	Communities-Math, Data, Literacy & Leadership	\$16,000/ /month	of coaching
November 3, 10, 17, 2016	Preparation Period every Thursday	Teachers led by Curriculum Director & invited guest speakers	Curriculum implementation, inquiry & project-based learning, student mentoring, technology in the classroom, and using data for effective instruction	\$24.99 x 1.3345 per teacher (28) x 3 days this month	
November 3, 2016	3:40-4:40	Curriculum Council	System Sustainability	\$24.99 x 1.3345 per teacher (8)	
November 8, 2016	3:40-4:40	Teachers	After-School Meeting (Date aligned w/ SB meeting-subject to change)	-	
November 17, 2016	3:40-4:40	District Math/Science & Technology Committee	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (8)	
November 22	1-3:30	HS Teachers	Self - Directed	-	
December 10 days	Ongoing & job-embedded	Teachers by grade level or content area led by academic coach, leadership coach-IEE	Job-Embedded Coaching in Professional Learning Communities-Math, Data, Literacy & Leadership	\$160,000 All Coaching Year 1 \$16,000/ /month	
December 1, 2016	3:40-4:40	Curriculum Council	System Sustainability	\$24.99 x 1.3345 per teacher (8)	
December 1, 8 & 15, 2016	Preparation Period every Thursday	Teachers led by Curriculum Director & invited guest speakers	Curriculum implementation, inquiry & project-based learning, student mentoring, technology in the classroom, and using data for effective instruction	\$24.99 x 1.3345 per teacher (28) x3 days this month	9.5 hours + 10 days of coaching
December 13	3:40-4:40	Teachers	After-School Meeting (Date aligned w/ SB meeting-subject to change)	-	
December 14, 2016	3:40-4:40	District School Improvement Steering Committee	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (8)	
December 15, 2016	3:40-4:40	Reading, Writing & Social Studies Committee	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (8)	
December 21, 2016	1-3:30	Teachers	ELEOT	-	
January 12 days	Ongoing & job-embedded	Teachers by grade level or content area led by academic coach, leadership coach-IEE	Job-Embedded Coaching in Professional Learning Communities-Math, Data, Literacy & Leadership	\$160,000 All Coaching Year 1 \$16,000/ /month	
January 5 & 12 & 26, 2017	Preparation Period every Thursday	Teachers led by Curriculum Director & invited guest speakers	Curriculum implementation, inquiry & project-based learning, student mentoring, technology in the classroom, and using data for effective instruction	\$24.99 x 1.3345 per teacher (28) x3 days this month	6 hours + 12 days of coaching
January 5, 2017	3:40-4:40	District School Improvement & Curriculum Council	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (8)	
January 10, 2015	3:40-4:40	Teachers	After-School Meeting (Date aligned w/ SB meeting-subject to change)	-	
January 19, 2017	3:40-4:40	District Math/Science & Technology Committee	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (8)	

February 10 days	Ongoing & job-embedded	Teachers by grade level or content area led by academic coach, leadership coach-IEE	Job-Embedded Coaching in Professional Learning Communities-Math, Data, Literacy & Leadership	\$160,000 All Coaching Year 1 \$16,000/ /month	9.5 hours + 10 days of coaching
February 2, 2017	3:40-4:40	Curriculum Council	System Sustainability	\$24.99 x 1.3345 per teacher (8)	
February 2, 9, 16 & 23, 2017	Preparation Period every Thursday	Teachers led by Curriculum Director & invited guest speakers	Curriculum implementation, inquiry & project-based learning, student mentoring, technology in the classroom, and using data for effective instruction	\$24.99 x 1.3345 per teacher (28) x 4 days this month	
February 14, 2017	1-3:30	Teachers	Building Vision through the School Improvement Process	-	
February 16, 2017	3:40-4:40	Reading, Writing & Social Studies Committee	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (8)	
February 23, 2017	3:40-4:40	District School Improvement Steering Committee	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (8)	
March 12 days	Ongoing & job-embedded	Teachers by grade level or content area led by academic coach, leadership coach-IEE	Job-Embedded Coaching in Professional Learning Communities-Math, Data, Literacy & Leadership	\$160,000 All Coaching Year 1 \$16,000/ /month	7 hours +12 days of coaching
March 2, 2017	3:40-4:40	District School Improvement & Curriculum Council	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (16)	
March 14, 2017	3:40-4:40	Teachers	After-School Meeting (Date aligned w/ SB meeting-subject to change)	-	
March 16, 2017	3:40-4:40	District Math/Science & Technology Committee	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (8)	
March 2, 9, 16 & 23, 2017	Preparation Period every Thursday	Teachers led by Curriculum Director & invited guest speakers	Curriculum implementation, inquiry & project-based learning, student mentoring, technology in the classroom, and using data for effective instruction	\$24.99 x 1.3345 per teacher (28) x 4 days this month	
April 10 days	Ongoing & job-embedded	Teachers by grade level or content area led by academic coach, leadership coach-IEE	Job-Embedded Coaching in Professional Learning Communities-Math, Data, Literacy & Leadership	\$160,000 All Coaching Year 1 \$16,000/ /month	8.5 hours + 10 days of coaching
April 6, 2017	3:40-4:40	Curriculum Council	System Sustainability	\$24.99 x 1.3345 per teacher (8)	
April 11, 2017	3:40-4:40	Teachers	After-School Meeting (Date aligned w/ SB meeting-subject to change)	-	
April 6, 13 & 20, 2017	Preparation Period every Thursday	Teachers led by Curriculum Director & invited guest speakers	Curriculum implementation, inquiry & project-based learning, student mentoring, technology in the classroom, and using data for effective instruction	\$24.99 x 1.3345 per teacher (28) x 3 days this month	
April 20, 2017	3:40-4:40	Reading, Writing & Social Studies Committee	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (8)	

April 27, 2017	1-3:30	All Teachers (EL HS)	Capturing Kids Hearts: Building Relationships (Follow-Up and Evaluation)	Title II	
May 10 days	Ongoing & job-embedded	All teachers by grade level or content area led by academic coach, leadership coach-IEE	Job-Embedded Coaching in Professional Learning Communities-Math, Data, Literacy & Leadership	\$160,000 All Coaching Year 1 \$16,000/ /month	7 hours + 10 days of coaching
May 4, 11, 18 & 25, 2017	Preparation Period every Thursday	Teachers led by Curriculum Director & invited guest speakers	Curriculum implementation, inquiry & project-based learning, student mentoring, technology in the classroom, and using data for effective instruction	\$24.99 x 1.3345 per teacher (28) x4 days this month	
May 4, 2017	3:40-4:40	Curriculum Council	System Sustainability	\$24.99 x 1.3345 per teacher (8)	
May 9, 2017	3:40-4:40	Teachers	After-School Meeting (Date aligned w/ SB meeting-subject to change)	-	
May 18, 2017	3:40-4:40	District Math/Science & Technology Committee	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (8)	
June 2 days	Ongoing & job-embedded	Teachers by grade level or content area led by academic coach, leadership coach-IEE	Job-Embedded Coaching in Professional Learning Communities-Math, Data, Literacy & Leadership	\$160,000 All Coaching Year 1 \$16,000/ /month	25 hours + 2 days of coaching
June 1 & 8, 2017	Preparation Period every Thursday	Teachers led by Curriculum Director & invited guest speakers	Curriculum implementation, inquiry & project-based learning, student mentoring, technology in the classroom, and using data for effective instruction	\$24.99 x 1.3345 per teacher (28) x 2 days this month	
June 1, 2017	3:40-4:40	Curriculum Council	System Sustainability	\$24.99 x 1.3345 per teacher (8)	
June 7, 2017	3:40-4:40	Reading, Writing & Social Studies Committee	Improvement of Instructional Practices	\$24.99 x 1.3345 per teacher (8)	
June 19, 20 & 21 (Might move to August)	8-3:30	All Staff	Adaptive Schools	\$14,000	
On-Going Job Embedded	PLC's	Teachers by Grade Level or Content Area	Learning Cycle		

PROJECT ACTIVITY CHART AND CALENDAR

PHASE ONE: September –November 2016

Date for Activity	Activity	Outcome	Vassar High School Personnel Responsible	ISA
Sept. 2016	<u>Introduction to ISA</u> <ul style="list-style-type: none"> • Meetings with the principal, leaders, district staff, and ISA: <ul style="list-style-type: none"> ○ Introduction to ISA Model and renewal process ○ Overview, goals, timeline, and expected outcomes of the renewal process ○ Role of ISA 	A common understanding of the expectations and the parameters of the ISA renewal process. XXHS, DISTRICT and school leaders will have a common understanding of the renewal non-negotiables: purposes, expectations, structure, and process and the role of the ISA partnership	District reps, representative s of school leadership staff	<ul style="list-style-type: none"> • ISA President • ISA Senior Program Director, • ISA Project Director • NCREST Co-director
Sept. 2016	<u>Establishing Stakeholder Investment in School Renewal</u> <ul style="list-style-type: none"> • ISA Online Student Survey to assess: <ul style="list-style-type: none"> ○ Perceptions about connection to and engagement in school ○ Perceptions about self-efficacy ○ Students' aspirations and ambitions ○ Students' sense of agency ○ Perceptions of their school as a college-going culture ○ Perceptions of opportunities to succeed in school 	<p>Stakeholder investment in renewal. Data to inform school renewal process. Report on Student Survey Results</p> <p>Data to inform school renewal process Report on Staff Survey Results</p>	<p>Survey Liaison</p> <p>Survey Liaison</p>	<ul style="list-style-type: none"> • NCREST (Director for Research & Evaluation) • NCREST (Director for Research & Evaluation)

Sept. 2016	<ul style="list-style-type: none"> ● ISA Online Staff Survey to assess: <ul style="list-style-type: none"> ○ Perceptions of their school as a college-going culture ○ Perceptions about student behavior ○ Perceptions of student-faculty relationships ○ Professional development support ○ Perceptions of opportunities for collaboration 	Through a matching process, the principal is assigned an ISA Leadership-School Renewal coach who collaborates with the principal and leadership team on the planning and implementing the renewal process and plan	Principal	● ISA; NCREST
Sept. –Oct. 2016	<ul style="list-style-type: none"> ● Matching ISA Leadership-School Renewal (LSR) coaches to principal 	<p>Identification of a common set of priorities from diverse stakeholders.</p> <p>Stakeholders' priorities inform the school's renewal work with the intent of generating ownership and commitment to the renewal.</p>	<p>District; principal in collaboration with staff</p> <p>District</p>	<ul style="list-style-type: none"> ● ISA Project Director ● ISA develops features for sort based on ISA principles and renewal process components ● ISA Project Director
Oct. 2016	<ul style="list-style-type: none"> ● Parent and Community Focus Groups <ul style="list-style-type: none"> ○ Visioning Activity: Sorting Priorities <ul style="list-style-type: none"> ▪ Identification of 70-80 diverse stakeholders representing the school (e.g., community members, current and feeder school parents ▪ Scheduling two 2-hour sessions for Visioning Activity ○ Development of customized features to 	<p>Stakeholder voice and priorities inform the renewal of the school</p>	<p>District supervisor, principal</p> <p>Principal and district supervisor circulate</p> <p>District supervisor and principal</p>	<ul style="list-style-type: none"> ● ISA facilitates ● ISA Project Director

Nov. 2016	<p>be sorted into top 10 individual priorities and top 5 small group priorities.</p> <ul style="list-style-type: none"> ○ Review of features for the sort; feedback to ISA. ○ In a 2-hour session diverse stakeholders work together in groups of 5-6 to identify their priorities from a customized sort of up to 70 features. Participants identify their common cross-group priorities ○ Priorities are recorded for the school's Stakeholder Renewal Advisory Committee and School Leaders <ul style="list-style-type: none"> ● Creation of Advisory Committee <ul style="list-style-type: none"> ○ Creation of the school's Stakeholder Renewal Advisory Committee of 10-12 diverse stakeholders who participated in the visioning activity. Principal will convene Advisory Committee 4-6 times during the year whenever there are major decision points where constituent voice is important. Principal is chair of the advisory committee. Advisory 	<p>and support continued buy-in and commitment.</p> <p>Draft of stakeholders' vision and priorities for renewal</p>	Principal, Advisory Committee member	<ul style="list-style-type: none"> ● ISA President ● ISA LSR coaches
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	<p>Committee's responsibility is to provide feedback on design features and decisions to ensure that the renewal maps onto the common priorities agreed to by the stakeholder groups, school goals and outcomes, and results from student and staff surveys.</p> <ul style="list-style-type: none"> ○ Advisement to District and principal on how to productively use their Advisory Committee productively. ● Meeting of Advisory Committee to develop draft of vision and priorities based on results of activities at parents and community focus groups 			
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PHASE 2: December-April

Date for Activity	Activity	Outcome	Vassar High School	ISA
Dec. 2016 -Jan. 2017	<p><u>Assessing the current state of implementation of the goals and outcomes</u></p> <ul style="list-style-type: none"> ● Implementation of ISA's evidence-based College Readiness School Assessment to determine the current state of implementation of the goals and outcomes identified by the stakeholders' school renewal advisory committee <ul style="list-style-type: none"> ○ School self-study: Leadership team activities in collaboration with ISA LSR 	<p>Identification of those areas and practices that statistical and work product evidence show are effective in making progress/achieving the outcomes and goals as well as those areas where there are gaps. This information will inform the content of the renewal process to eliminate the gaps so</p>	<p>Principal, leadership team</p>	<ul style="list-style-type: none"> ● ISA LSR coaches

	<p>for the renewal from a customized sort of up to 70 features.</p> <ul style="list-style-type: none"> ▪ Participants share their group's priorities ▪ Participants identify their cross-group common priorities <p>○ Priorities are recorded for the school's retreat</p>			
Jan.-Feb. 2016	<p><u>Development of strategic plan:</u> the school develops a strategic plan</p> <ul style="list-style-type: none"> ● Reviewing and consolidating priority goals and outcomes identified by the stakeholder groups ● Starting with the outcomes, develop a strategic plan: <ul style="list-style-type: none"> ○ Identifying where the school is in the trajectory to achieve each outcome, using evidence to determine what is working in making progress toward that outcome, and what the gaps are ○ Identifying the key activities to address the gaps, including changes needed in policies, practices, structures, and mechanisms ○ Identifying key personnel to engage in the key activities ○ Identifying key supports and professional development needed to implement the activities effectively ○ Developing a 2-3 year calendar for the key activities ○ Identifying benchmarks of progress and timeline for assessing benchmarks ○ Calendaring monitoring for implementation 	Strategic plan for the renewal process and outcomes	Principal, leadership team	<p>ISA LSR coaches</p> <p>ISA Project Director, ISA</p>

	<ul style="list-style-type: none"> o Identifying key personnel to support and monitor implementation and progress • Alignment of school strategic plans for renewal with district goals 	School' strategic plans will align with district goals	Principal, district supervisor	Senior Program Director
February, 2017	<u>Meeting of the school's Stakeholder Advisory Committee</u> <ul style="list-style-type: none"> • Presentation of Strategic Plan for advisement • Incorporating Stakeholder Advisory Committee's contributions to strategic plan 	<p>Stakeholders perspective inform the strategic plan</p> <p>Strategic plan reflects stakeholders' perspective and knowledge</p>	<p>Principal, district supervisor</p> <p>Principal</p>	<p>ISA LSR coaches, ISA project director</p> <p>ISA LSR coaches</p>
March , 2017	<u>Assigning content area ISA coaches to school</u> <p><u>Principal and key staff visit NYC ISA school</u></p> <ul style="list-style-type: none"> o One-day visit to NYC ISA school o Debriefing of visit with ISA senior programs director and senior coach 	<p>ISA coaches in math, literacy, science, social studies, and personalization will be matched with school to support the renewal initiative</p> <p>Key staff will have images of the renewal practices in operation in school with comparable student populations.</p> <p>Key staff will interact with staff who use renewal practices in school with comparable student populations.</p> <p>Key staff will have an understanding of how the framework for the renewal works in</p>	<p>Principal</p> <p>Key school staff, district supervisor</p> <p>Key school staff, district supervisor</p>	<p>ISA, NCREST</p> <p>ISA senior programs director, ISA DISTRICT project director, ISA LSR and content coaches, ISA senior ISA coach, staff from ISA school,</p> <p>ISA senior programs director, ISA senior coach, ISA DISTRICT</p>

		action. Questions and concerns will be addressed		project director, ISA DISTRICT coaches
March -April, 2017	<u>Development of Annual Implementation Plan and Calendar for 2017-18</u> <ul style="list-style-type: none"> ISA leadership and content coaches work with key school to develop an annual implementation plan for each content area so that it maps onto the strategic plan (see attached template for Implementation Plan) Identification of any organizational changes, staffing needs, and reallocation of resources necessary for enactment of the 2017-18 implementation plan Identification of immediate professional development needs 	<p>Each school will have an implementation plan and calendar for 2017-18 that maps onto the strategic plan</p> <p>Creation of the organizational supports, structures, mechanisms, and realignment of fiscal resources necessary for effective implementation of the 2017-18 implementation plan</p> <p>Plan for professional development critical to the renewal to occur in April through August, 2017</p>	<p>Principal, key staff in the content areas</p> <p>Principal, leadership teams, district supervisor</p> <p>Principal, key staff in the content areas</p>	<p>ISA LSR and content area coaches</p> <p>ISA LSR coaches, ISA project director</p> <p>ISA LSR and content area coaches</p>
April-June, 2017	<u>Planning school organization, staff and student and staff programs for 2017-18 school year based on renewal implementation plans.</u>	The organizational context to support the renewal will be in place.	Principal, key programming staff	ISA LSR
June 2017	<u>Meeting of Stakeholders' Advisory Committee</u> Report on progress on the goals.	Stakeholders perspectives	Members of committee, principal, district supervisor	ISA LSR coaches, ISA project director

Phase 3: April –July; August 2017-July 2018

The subsequent implementation years follow the pattern of the 2017-18 year and conclude with ISA's Sustainability Inventory

Date for Activity	Activity	Outcome	DISTRICT SD/Individual HSs	ISA
April-June, 2017	<u>Planning for a Summer Institute: an Intensive 3-Day Professional Development and Planning Institute that occurs immediately after school ends in June:</u>	Plan for Summer Institute is designed to address the needs of the school to implement the renewal process	Key school staff	ISA coaches, project director, and senior programs director
	<ul style="list-style-type: none"> ● Summer Institute has into three components: <ul style="list-style-type: none"> ○ School team planning sessions to review and develop plans for the coming year ○ Curriculum sessions: <ul style="list-style-type: none"> ▪ Leadership sessions for school leaders ▪ Counselor sessions on personalization ▪ Curriculum development sessions for teachers: <ul style="list-style-type: none"> ● Content area teachers across school come together in sessions facilitated by an ISA expert practitioner ● Development of curriculum units, lesson plans, activities, and instructional strategies for college readiness 			
	<ul style="list-style-type: none"> ○ Thematic sessions: 2 hour workshops on technical knowledge (e.g., strategies for integrating vocabulary into the content area) 	School staff have focus for their work at Summer Institute	School staff	ISA coaches
	<ul style="list-style-type: none"> ● School pre-plan for Summer Institute <ul style="list-style-type: none"> ○ Set goals for use of team time 	Faculty will have experience implementing some college ready strategies.	Key content area faculty	ISA content area coaches, ISA senior specialists

	<ul style="list-style-type: none"> Teachers, counselors, and school leaders register and prepare for their sessions <p><u>Professional development targeted to the renewal based on school needs; possible examples:</u></p> <ul style="list-style-type: none"> Content area coaching to increase college readiness teaching and learning in the content areas; Workshops on: <ul style="list-style-type: none"> Literacy across the curriculum; Writing Worth Doing; Role of advocate-advisor and planning/adapting advisory curriculum, etc.) 	Faculty will increase their understanding of new roles and/or curriculum/or pedagogy (e.g., literacy across the curriculum)		in math and literacy
July 2017	<p><u>Summer Institute</u></p> <ul style="list-style-type: none"> Individual school team planning time Curriculum Sessions Thematic Sessions 	School are prepared for the following year's renewal work; strengthen their bonds as a faculty and commitment to their school's renewal; develop a sense of common purpose as a network	School leaders and teachers; district supervisor	ISA coaches and curriculum and instruction specialists, project director, senior program director, president
August 2017	<p><u>Planning for Opening School with Full Implementation of Renewal Plan</u></p> <ul style="list-style-type: none"> Notification to students and families about opening of school Review Summer Institute achievements and school renewal implementation plan with entire staff 	<p>Students and parents are informed of any new procedures regarding starting the school year</p> <p>Staff is clear on focus for renewal</p>	<p>School leaders, district supervisor</p> <p>School leaders, staff</p>	<p>ISA LSR coach</p> <p>ISA LSR coach</p>
Sept.-Oct. 2017	<p><u>Enactment of Renewal Implementation Plan</u></p> <ul style="list-style-type: none"> Content coaches develop coaching action plan in consultation with principal/supervisor and content area teachers targeted to the school's 	Coaching plans map onto the outcomes of the implementation plan	<p>Content area teachers and supervisors</p> <p>Principal</p>	ISA content coaches, ISA

Sept. 2017—June 2018	<p>implementation plan for the renewal plan</p> <ul style="list-style-type: none"> ISA LSR coach develops coaching action plan in consultation with the principal Regular leadership and content area coaching targeted to supporting faculty in the enactment of the implementation plan 	Staff are supported to enact implementation plan	Staff	<p>ISA LSR coach, ISA</p> <p>ISA coaches</p>
January, 2018	<p><u>Benchmark Review Retreat</u></p> <ul style="list-style-type: none"> One-day retreat to: <ul style="list-style-type: none"> Assess evidence of progress toward the goals in the renewal plan Identify effective strategies Identify challenges regarding implementation and progress: <ul style="list-style-type: none"> Analyze problems Identify solutions Develop strategies and timeline for implementing solutions 	Monitoring progress and ensuring ongoing improvement	Key school staff	ISA LSR coach, content coaches, ISA project director
January, 2018	<p><u>Meeting of Stakeholders' Advisory Committee</u></p> <p>Report on progress on the goals.</p>	Stakeholders' perspectives	Members of committee, principal, district supervisor	ISA LSR coaches, ISA project director
May, 2018	<p><u>ISA Annual Implementation Inventory</u></p> <p>Principal and ISA coach examine statistical data and student and teacher artifacts, observe classrooms, and review ISA's indicators for a college going culture to determine what progress has been made and what gaps still exist. An external ISA coach visits the school for one day and reviews the statistical data and work artifacts, observes representative classrooms, and discusses the review of indicators for a college going culture with the principal and LSR coach. The external ISA coach provides feedback on the progress toward the goals of the implementation plan and recommendations for moving forward. This is followed by a written report.</p>	Evidence-based assessment of Progress during the first year	Principal	ISA LSR coach, ISA External Coach

June, 2018	<u>Meeting of Stakeholders' Advisory Committee</u> Report on progress on the goals.	Stakeholders perspectives	Members of committee, principal, district supervisor	ISA LSR coaches, ISA project director
May—June 2018	<u>Planning for Summer Institute, 2018</u> <ul style="list-style-type: none"> Key leadership staff and LSR coach plan summer institute using the Annual Implementation Inventory report to inform the plan 	Plan targeted to address gaps noted in report.	Key leadership staff	ISA LSR coach
May, 2019 or 2020	<u>Plan for Sustainability</u> <ul style="list-style-type: none"> Student Survey Staff Survey Reports on survey findings and comparison with baseline surveys at start of the project ISA Sustainability Inventory <ul style="list-style-type: none"> NCREST provides orientation to key school staff and provides materials for the Sustainability Inventory Key school staff participate in evidence-based school self-study to determine progress toward and achievement of the goals and outcomes of the renewal that uses: <ul style="list-style-type: none"> Statistical data on indicators such as attendance, student course pass rates, college admission rates, etc., Teacher and student artifacts, Assessment of implementation indicators of a college going culture Representative classroom observations Analysis of data collected to assess progress and gaps 	Data to inform sustainability and continuous organizational improvement	School survey liaison Key staff Key staff Key staff	NCREST NCREST ISA LSR coach ISA LSR coach External ISA leadership coach and ISA educators from other school (principal, teachers, counselor, etc.), ISA LSR coach

	<ul style="list-style-type: none"> o External team review: a team of ISA educators lead by an ISA coach visit the school for one day: <ul style="list-style-type: none"> ▪ They gather evidence of progress toward the goals and outcomes of the renewal and remaining gaps. They collect evidence including: <ul style="list-style-type: none"> • Context information provided by the school and a presentation by key staff • The school's analysis from their self-study • Statistical data on indicators such as attendance, student course pass rates, college admission rates, etc., • Teacher and student artifacts, • The school's assessment of implementation indicators of a college going culture • Representative classroom observations • Focus groups of teachers, students, and parents. ▪ Using the evidence, the team develops a collective perspective 			NCREST; ISA External Coach
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	<p>on the school's progress and gaps regarding the goals and outcomes of the renewal</p> <ul style="list-style-type: none"> ▪ The team presents an oral report on the progress and gaps and makes recommendations for continuous improvement ▪ The school then receives a written report based on the oral report. 			
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Attachment E: Annual Goals

MStep (Grade 11)	Current Proficiency Rate 2015-16	Target Growth Rate	Goal for 2016-17	Goal for 2017-18	Goal for 2018-19	Goal for 2019-20	Goal for 2020-21
ELA	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies	53.33%	5.33%	58.66%	64.00%	69.33%	74.67%	80.00%
Science	44.00%	7.20%	51.20%	58.40%	65.60%	72.80%	80.00%
SAT (Grade 11)	Current Proficiency Rate 2015-16	Target Growth Rate	Goal for 2016-17	Goal for 2017-18	Goal for 2018-19	Goal for 2019-20	Goal for 2020-21
ELA	69.01%	2.20%	71.21%	73.41%	75.61%	77.80%	80.00%
Mathematics	36.62%	8.68%	45.30%	53.97%	62.65%	71.32%	80.00%
Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SAT 10 (Grade 10)	Current Proficiency Rate 2015-16	Target Growth Rate	Goal for 2016-17	Goal for 2017-18	Goal for 2018-19	Goal for 2019-20	Goal for 2020-21
ELA	51.16%	5.77%	56.93%	62.70%	68.47%	74.23%	80.00%
Mathematics	36.05%	8.79%	44.84%	53.63%	62.42%	71.21%	80.00%
Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SAT 9 (Grade 9)	Current Proficiency Rate 2015-16	Target Growth Rate	Goal for 2016-17	Goal for 2017-18	Goal for 2018-19	Goal for 2019-20	Goal for 2020-21
ELA	50.51%	5.90%	56.40%	62.30%	68.20%	74.10%	80.00%
Mathematics	34.34%	9.13%	43.47%	52.61%	61.74%	70.87%	80.00%
Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL IMPROVEMENT GRANT PRELIMINARY BUDGET FORM

OPTION 2

Full implementation in years 1-3, and sustaining reforms in years 4 & 5.

INSTRUCTIONS: Please complete a School Improvement Grant Preliminary Budget Overview for **EACH building**. Annual budgets are submitted in MEGS+ for final review and approval by MDE.

NOTE: Approval of the preliminary budget in the review process **does not guarantee** preliminary budget items will be **approved** in the final budget in MEGS+.

Legal Name of District Applicant Vassar Public Schools

District Code: 79150

Budget Summary for: Vassar High School

Building Code: 04287

Vassar High School			04287					
Year	Grant Amount	Salaries	Benefits	Purchased Services	Supplies	Capital Outlay	Other	Total
1	\$ 750,000	168,080	56,940	363,200	142,700	-	19,080	750,000
2	\$ 750,000	168,080	56,940	363,200	142,705	-	19,075	750,000
3	\$ 750,000	168,080	56,940	363,200	142,705	-	19,075	750,000
4	\$ 500,000	84,785	29,891	346,700	35,315	-	3,310	500,000
5	\$ 500,000	84,785	29,890	346,700	35,315	-	3,310	500,000

Attachment G: ASSURANCES AND CERTIFICATIONS

INSTRUCTIONS: *Please review the assurances and certification statements that are listed below. Signatures on the application cover sheet indicate the applicant entity has read, understand, and agrees to the assurances and certifications herein.*

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. The LEA will use its School Improvement Grant to implement fully and effectively an intervention in priority and focus school, which the LEA commits to serve consistent with the final requirements.
2. The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
3. The LEA will report to the MDE the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
4. The LEA will ensure that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
5. The grant award is approved and is not assignable to a third party without specific approval. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Improvement and Innovation unit of the Michigan Department of Education.
6. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
7. Payments made under the provision of this grant are subject to audit by the grantor.
8. If the recipient implements a restart model in an eligible school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
9. The recipient must monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
10. The recipient must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APPROPRIATION ACT OF 2010

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

A State or sub grantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92` of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers upon the request of the Michigan Department of Education.

ASSURANCE AGAINST TRAFFICKING IN PERSONS

The applicant assures that it adopts the requirements in the code of Federal Regulations at 2CFR 175 as a condition for this grant.

You as a sub recipient under this award and your employees may not—

- I. Engage in severe forms of trafficking in persons during the period of time that the award is in effect,
- II. Procure a commercial sex act during the period of time that the award is in effect; or
- III. Use forced labor in the performance of the award or sub awards under the award,
- IV. Under this condition, the Federal awarding agency may terminate this grant without penalty for any violation of these prohibitions by the grantee, its employees or its sub recipients.

ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS

The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering system (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to the MDE. No entity may receive a federal sub award without a DUNS number. The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that sub award data be reported for all new Federal grants funded at \$25,000 or more with an award date on or after October 1, 2010.

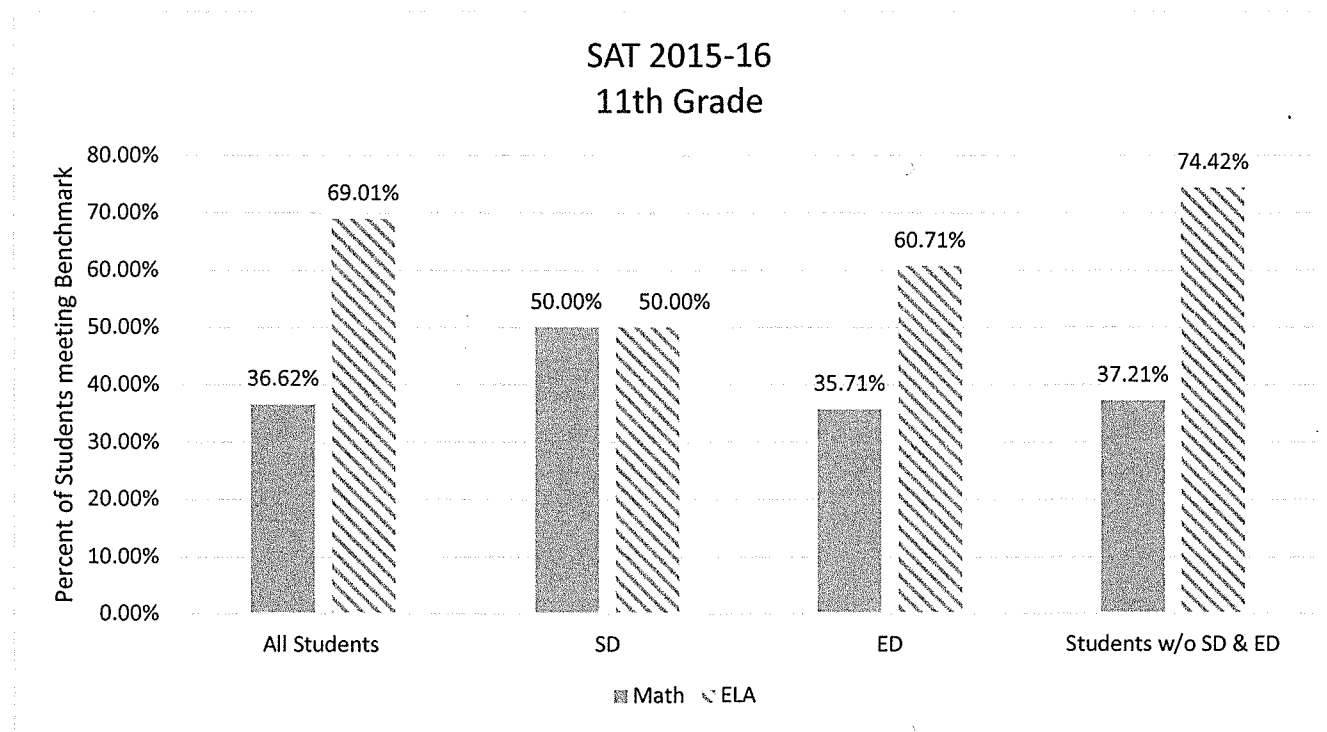
IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan. In the case of priority schools already implementing a state approve reform/redesign plan, the grant will be used to supplement, expand, or otherwise substantially increase the efforts and work of the selected reform model. Grant funds shall not be used for a reform model that has not been approved by the Michigan Department of Education.

Attachment H: Student Achievement Data

11 Grade SAT	All Students			SD			ED			Students w/o SD & ED		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Math	71	26	36.62%	2	1	50.00%	28	10	35.71%	43	16	37.21%
ELA	71	49	69.01%	2	1	50.00%	28	17	60.71%	43	32	74.42%

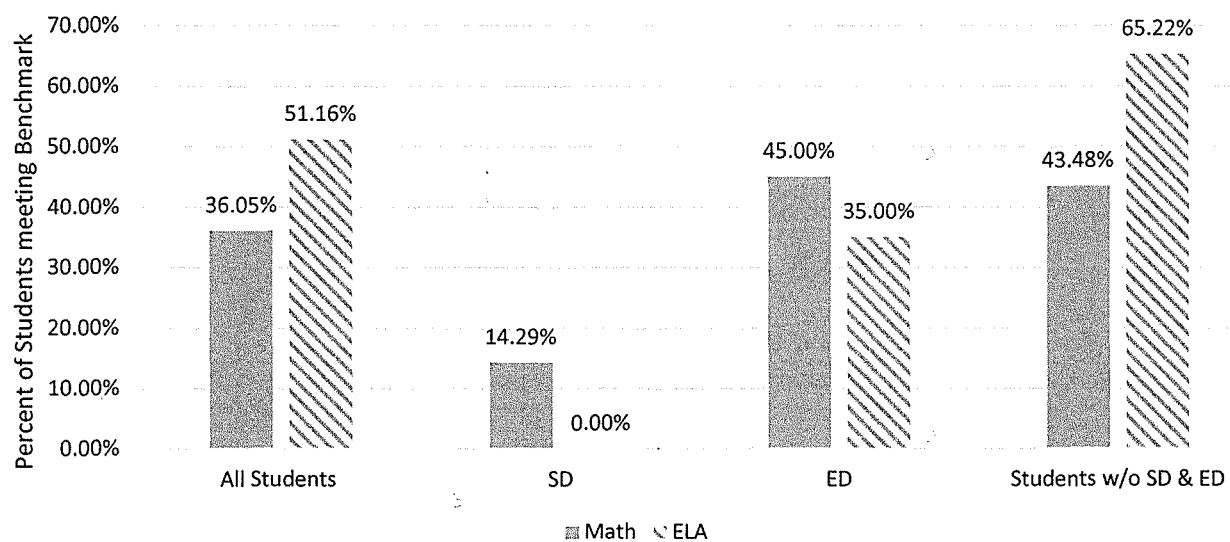
11 Grade SAT	All Students	SD	ED	Students w/o SD & ED
Math	36.62%	50.00%	35.71%	37.21%
ELA	69.01%	50.00%	60.71%	74.42%



10 Grade PSAT	All Students			SD			ED			Students w/o SD & ED		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Math	86	31	36.05%	7	1	14.29%	40	18	45.00%	46	20	43.48%
ELA	86	44	51.16%	7	0	0.00%	40	14	35.00%	46	30	65.22%

10 Grade PSAT	All Students	SD	ED	Students w/o SD & ED
Math	36.05%	14.29%	45.00%	43.48%
ELA	51.16%	0.00%	35.00%	65.22%

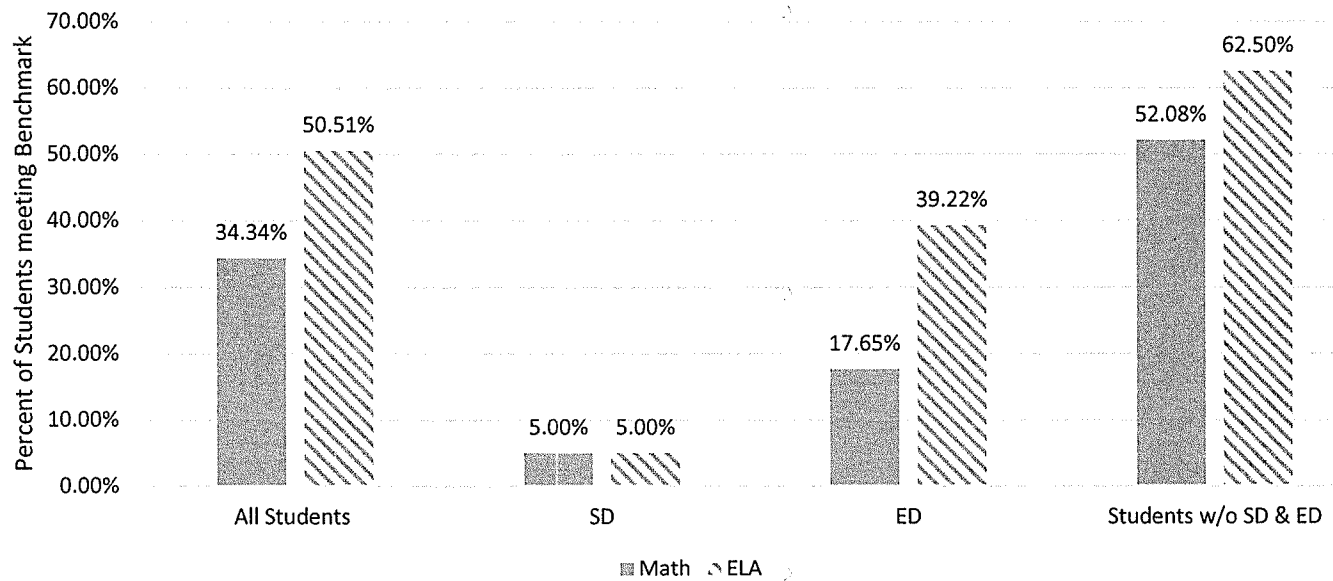
PSAT 2015-16
10th Grade



9 Grade PSAT	All Students			SD			ED			Students w/o SD & ED		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Math	99	34	34.34%	20	1	5.00%	51	9	17.65%	48	25	52.08%
ELA	99	50	50.51%	20	1	5.00%	51	20	39.22%	48	30	62.50%

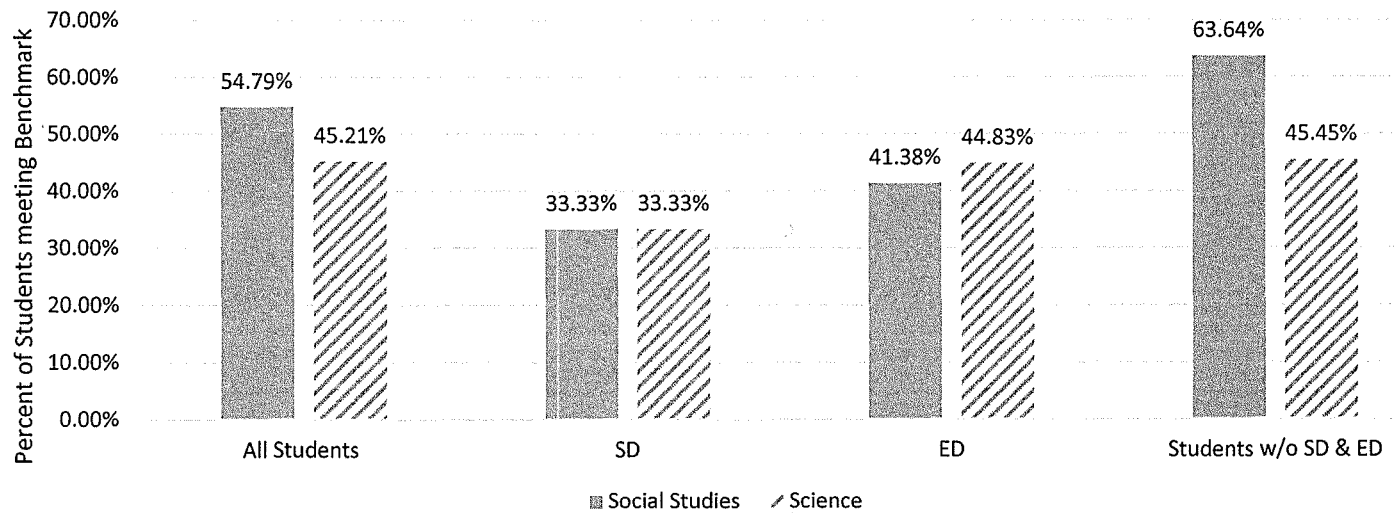
9 Grade PSAT	All Students	SD	ED	Students w/o SD & ED
Math	34.34%	5.00%	17.65%	52.08%
ELA	50.51%	5.00%	39.22%	62.50%

PSAT 2015-16
9th Grade



MStep Grade 11	All Students			SD			ED			Students w/o SD & ED		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Social Studies	73	40	54.79%	3	1	33.33%	29	12	41.38%	44	28	63.64%
Science	73	33	45.21%	3	1	33.33%	29	13	44.83%	44	20	45.45%

MStep Grade 11	All Students	SD	ED	Students w/o SD & ED
Social Studies	54.79%	33.33%	41.38%	63.64%
Science	45.21%	33.33%	44.83%	45.45%

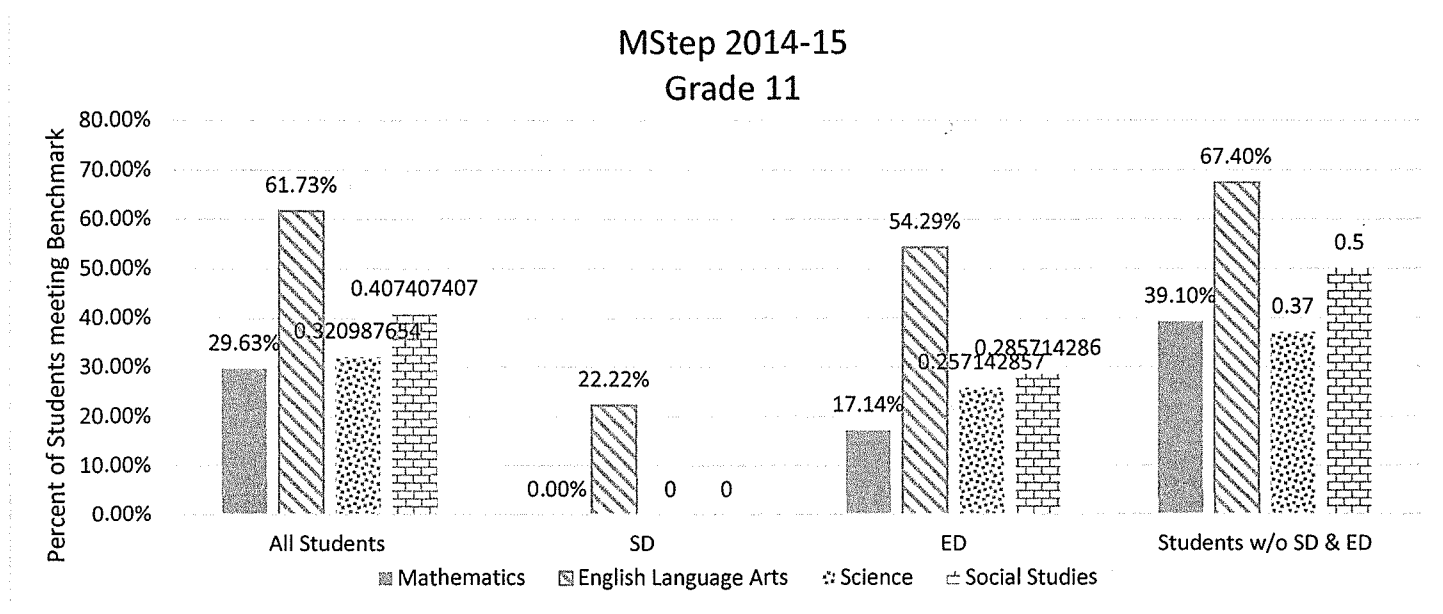
MStep 2015-16
Grade 11

MStep Grade 11

	All Students			SD			ED			Students w/o SD & ED		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Mathematics	81	24	29.63%	9	0	0.00%	35	6	17.14%	46	18	39.10%
English Language Arts	81	50	61.73%	9	2	22.22%	35	19	54.29%	46	31	67.40%
Science	81	26	32.10%	9	0	0.00%	35	9	25.71%	46	17	37.00%
Social Studies	81	33	40.74%	9	0	0.00%	35	10	28.57%	46	23	50.00%

MStep Grade 11

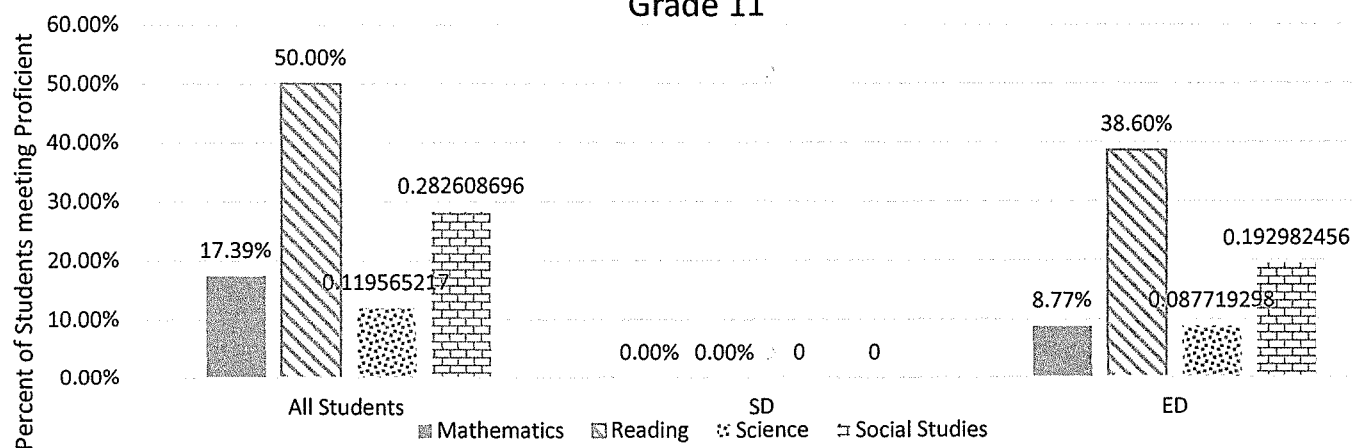
	All Students	SD	ED	Students w/o SD & ED
Mathematics	29.63%	0.00%	17.14%	39.10%
English Language Arts	61.73%	22.22%	54.29%	67.40%
Science	32.10%	0.00%	25.71%	37.00%
Social Studies	40.74%	0.00%	28.57%	50.00%

**MStep 2014-15
Grade 11**

MStep Grade 11

	All Students			SD			ED		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Mathematics	92	16	17.39%	13	0	0.00%	57	5	8.77%
Reading	92	46	50.00%	13	0	0.00%	57	22	38.60%
Writing	92	31	33.70%	13	0	0.00%	57	14	24.56%
Science	92	11	11.96%	13	0	0.00%	57	5	8.77%
Social Studies	92	26	28.26%	13	0	0.00%	57	11	19.30%

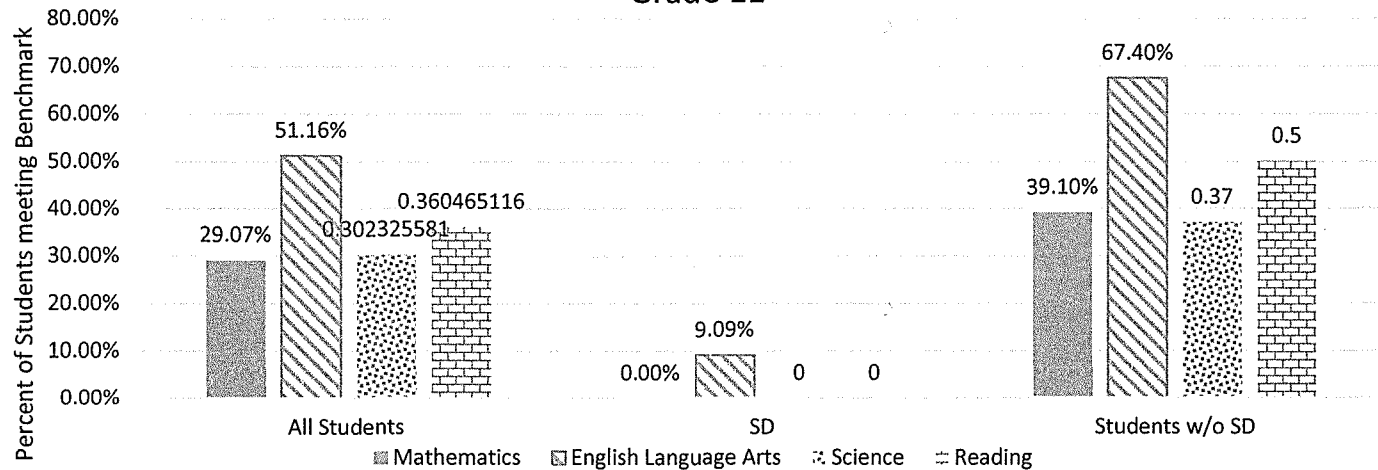
MStep Grade 11	All Students	SD	ED
Mathematics	17.39%	0.00%	8.77%
Reading	50.00%	0.00%	38.60%
Writing	33.70%	0.00%	24.56%
Science	11.96%	0.00%	8.77%
Social Studies	28.26%	0.00%	19.30%

**MME 2013-14
Grade 11**

ACT 2014-15 Grade 11	All Students			SD			Students w/o SD		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Mathematics	86	25	29.07%	11	0	0.00%	75	25	39.10%
English Language Arts	86	44	51.16%	11	1	9.09%	75	43	67.40%
Science	86	26	30.23%	11	0	0.00%	26	19	37.00%
Reading	86	31	36.05%	11	1	9.09%	75	30	50.00%

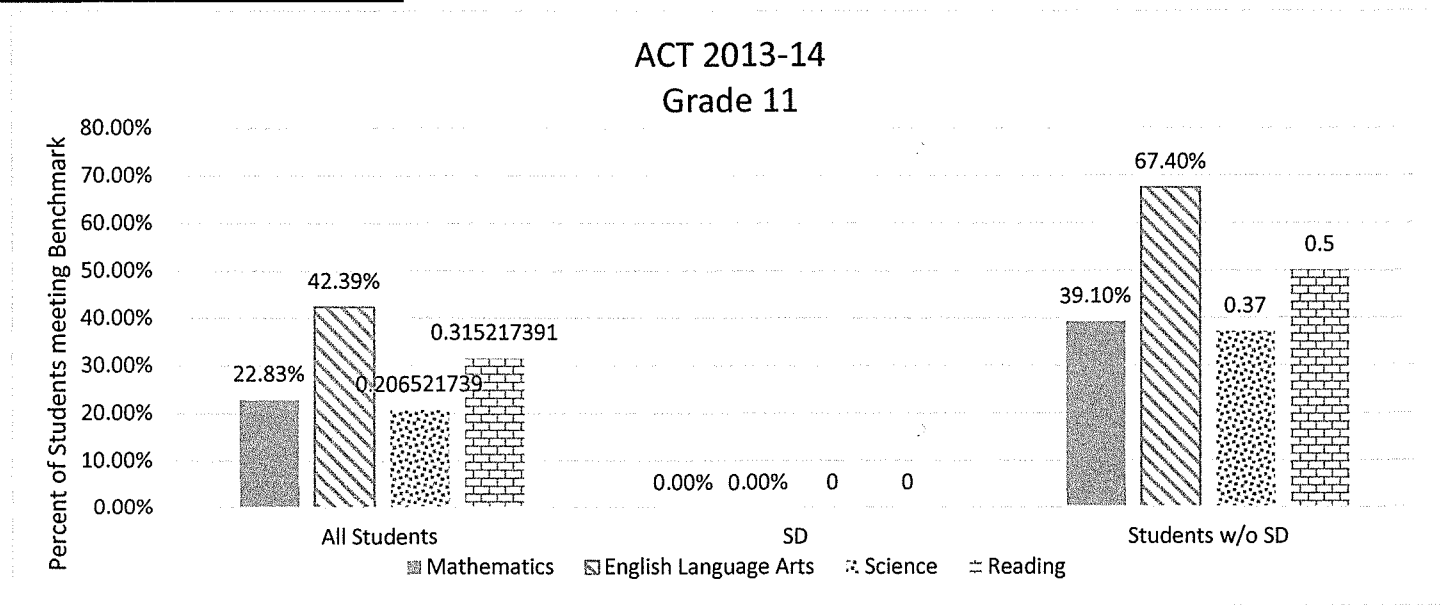
ACT 2014-15 Grade 11	All Students	SD	Students w/o SD
Mathematics	29.07%	0.00%	39.10%
English Language Arts	51.16%	9.09%	67.40%
Science	30.23%	0.00%	37.00%
Reading	36.05%	0.00%	50.00%

ACT 2014-15
Grade 11



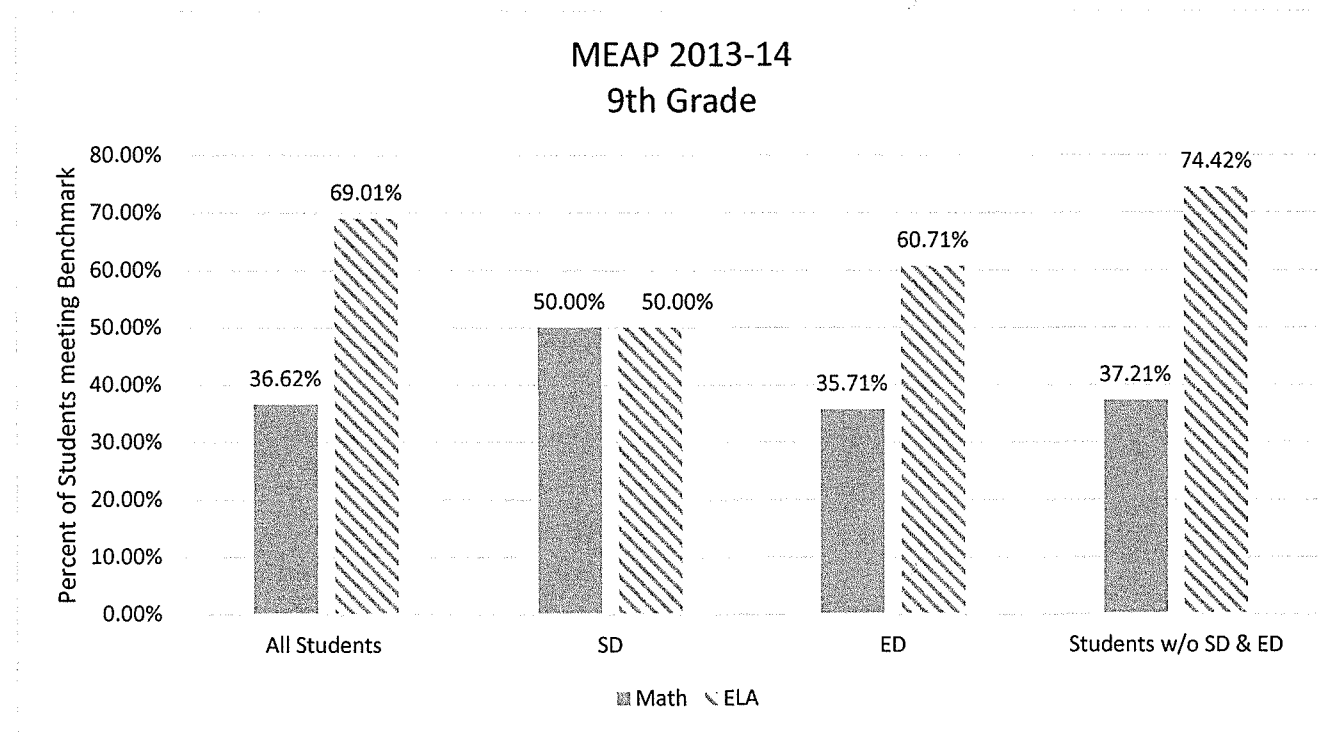
ACT 2013-14 Grade 11	All Students			SD			Students w/o SD		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Mathematics	92	21	22.83%	13	0	0.00%	79	21	39.10%
English Language Arts	92	39	42.39%	13	0	0.00%	79	39	67.40%
Science	92	19	20.65%	13	0	0.00%	79	19	37.00%
Reading	92	29	31.52%	13	0	0.00%	79	29	50.00%

ACT 2013-14 Grade 11	All Students	SD	Students w/o SD
Mathematics	22.83%	0.00%	39.10%
English Language Arts	42.39%	0.00%	67.40%
Science	20.65%	0.00%	37.00%
Reading	31.52%	0.00%	50.00%



9 Grade MEAP	All Students			SD			ED			Students w/o SD & ED		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Social Studies	105	24	22.86%	14	1	7.14%	56	9	16.07%	49	15	30.61%

9 Grade MEAP	All Students	SD	ED	Students w/o SD & ED
Social Studies	22.86%	7.14%	16.07%	30.61%



2015-16
Teacher Attendance Report

Last Name	First Name	Full Days Absent	Partical Days Absent Totalled	Partical Days as fraction of Full day	Total Days Absent	Percent Absent (183.5 Total teacher contract days)	Percent Present
Bouck	Michelle	10	4.25	0.61	10.61	5.78%	94.22%
Collison	Kenneth	8		0.00	8.00	4.36%	95.64%
Dick	Charlene	7	2.75	0.39	7.39	4.03%	95.97%
Hahn	Jason	9	3.5	0.50	9.50	5.18%	94.82%
Heinlein	Lisa	68	1	0.14	68.14	37.14%	62.86%
Hershberger	Johnelle	32	6.75	0.96	32.96	17.96%	82.04%
Hurd	Anthony	28	4.5	0.64	28.64	15.61%	84.39%
Kiss	Kelly	18	5.5	0.79	18.79	10.24%	89.76%
Piazza	Sarah	26		0.00	26.00	14.17%	85.83%
Reszke	Rogena	8	3.25	0.46	8.46	4.61%	95.39%
Shepherd	Mandy	19	2.5	0.36	19.36	10.55%	89.45%
Schuler	Brady	20	5.5	0.79	20.79	11.33%	88.67%
Spaulding	Mary	20	1	0.14	20.14	10.98%	89.02%
Steele	Tanya	7	0.75	0.11	7.11	3.87%	96.13%
Strauss	Jamie	32	6.5	0.93	32.93	17.94%	82.06%
Stresman	Dianne	12	4.25	0.61	12.61	6.87%	93.13%
Stakolosa-Torrez	Dawn	12	0.75	0.11	12.11	6.60%	93.40%
Trisch	Kyle	11	1	0.14	11.14	6.07%	93.93%
Whitney	Christopher	8	6.75	0.96	8.96	4.89%	95.11%
Total						10.43%	89.57%

Last Name	First Name	Full Days Absent	Partical Days Absent Totalled	Partical Days as fraction of Full day	Total Days Absent	Percent Absent (45 Total teacher contract days for new hire)	Percent Present
Richards	Mike	3	1.75	0.25	3.25	7.22%	92.78%
Total						7.22%	92.78%

High School Total	10.27%	89.73%
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SIG Data Requirements

The MDE is required to submit this information to the United States Department of Education (USED) on an annual basis.

USED SIG Data Requirements

Provide the most current data for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Data Group (Office Use Only)	Heading & Description	SY 2015-2016 Baseline Year 1
DG5	Building Code	04287
XXX	School Name	Vassar High School
DG4	District Code	79150
XXX	District Name	Vassar
DG728	School Improvement Status	Priority
DG728	Intervention Used The type of intervention used by the school under the School Improvement Grant (turnaround, restart, evidence-based whole-school reform, early learning intervention, closure, or transformation).	RFRM - Evidence-Based Whole-School Reform
DG752	Baseline Indicator Status The baseline year is the school year immediately previous to the first year a school implemented one of the intervention models and received SIG funds.	NO
DG729	School Year Minutes If decreased time please explain in DG745 Supplemental.	86040.0
DG745	Increased Learning Time (ILT) Did the school provide for increased learning time from previous year?	YES
DG745	ILT - Longer School Year Did the school provide longer school year for increased learning time?	YES
DG745	ILT - Longer School Day Did the school provide longer school day for increased learning time?	YES
DG745	ILT - Before or After School Did the school provide before or after school for increased learning time?	YES
DG745	ILT - Summer School Did the school provide summer school for increased learning time?	YES
DG745	ILT - Weekend School Did the school provide weekend school for increased learning time?	NO

DG745	ILT - Other Did the school provide increased learning time other than longer school year, longer school day, before or after school, summer school, weekend school? If yes, include information about the type of increased learning time in the explanation field in row 40.	
DG745 Supplement	Explanation Explanation of other type of increased or decreased learning time. (maximum of 200 characters)	
Student Data		
DG731	Student Attendance Rate The count of school days during the regular school year (plus summer, if applicable) students attended school divided by the maximum number of days students could have attended school during the regular school year.	96.00%
XXX	Dropout Rate	4.56%
XXX	Number of Disciplinary Incidents	403
XXX	Number of Students Involved in Disciplinary Incidents	159
XXX	Number of Truant Students	2.00%
High Schools Only Data		
DG732	Advanced Coursework The number of students who complete advanced coursework, such as Advanced Placement, International Baccalaureate classes, or advanced mathematics. Applies to grades 9-12 only.	27
XXX	International Baccalaureate	No
XXX	Early College/College Credit	Yes
DG733	Dual Enrollment The number of high school students who complete at least one class in a postsecondary institution. Applies to grades 9-12 only.	29
DG734	Advanced Coursework & Dual Enrollment The number of students who complete advance coursework and complete at least one class in a postsecondary institution. Applies to grades 9-12 only.	8
XXX	High School Graduation Rate	89
XXX	College Enromment Number of students enrolled in college from most recent graduating class.	13
Teacher Data		

DG735	Teacher Attendance Rate The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days.	89.73%	
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DG729 - School Year Minutes

The number of minutes that all students were required to be at school and any additional learning time (e.g., before or after school, weekend school, summer school) for which all students had the opportunity to participate.

Description	SY 2015-2016 Year 1
Minutes per Regular Day Number of minutes required for all students per regular day	380
Number of Regular Days of Instruction The number of days required for all students during the normal school year	180
Total Minutes - Regular Day	68,400.0
Minutes Before School per day Number of minutes all student had the opportunity to participate before school each day	50
Number of Before School days Number of days all students had the opportunity to participate before school during the normal school year	180
Total Minutes - Before School	9,000.0
Minutes After School per day Number of minutes all students had the opportunity to participate after school each day	60
Number of After School days Number of days all students had the opportunity to participate after school during the normal school year	144
Total Minutes - After School	8,640.0
Minutes from weekends per week Number of minutes all students had the opportunity to participate on weekends	0
Number of weekends per year Number of weekends all students had the opportunity to participate during the normal school year	0
Total Minutes - Weekend	-
Minutes per Summer Day Number of minutes all students had the opportunity to participate during summer each day	0
Number of Summer Days Number of days all students had the opportunity to participate during summer	0
Total Minutes - Summer	-

OFFICIAL USE ONLY BELOW THIS LINE

Minutes Per Year Summary		SY 2015-2016 Year 1
Regular Days		68400.0
Additional Time		17640.0
Total		86040.0

Attachment I: Whole School Reform (ISA)



IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

QUOTE

QUOTE #31162-4
DATE: JUNE 24, 2016

TO:

Dorothy Blackwell
Vassar Senior High School
220 Athletic
Vassar, MI 48768

COMMENTS OR SPECIAL INSTRUCTIONS:

SALESPERSON	TERMS	SUBSCRIPTION DURATION	QUOTE VALID UNTIL
James Zeller		1 year	July 24, 2016

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
1	IXL site license (Grades 9-12: 600 targeted students) Subjects: Math <i>Unlimited instructor accounts included</i> <i>Complimentary 1-hour web-based training included</i>	\$4,800.00	\$4,800.00
SUBTOTAL			\$4,800.00
SALES TAX			--
SHIPPING & HANDLING			--
TOTAL DUE			\$4,800.00

Ordering instructions:

We accept payment by purchase order, check, or credit card. School POs should be faxed to 650-372-4301 or e-mailed to orders@ixl.com. Please be sure to list the quote number on your payment or purchase order.



QUOTE

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

QUOTE #31162-4
DATE: JUNE 24, 2016

TO:

Dorothy Blackwell
Vassar Senior High School
220 Athletic
Vassar, MI 48768

COMMENTS OR SPECIAL INSTRUCTIONS:

SALESPERSON	TERMS	SUBSCRIPTION DURATION	QUOTE VALID UNTIL
James Zeller		1 year	July 24, 2016

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
1	IXL site license (Grades 9-12: 600 targeted students) Subjects: Math <i>Unlimited instructor accounts included</i> <i>Complimentary 1-hour web-based training included</i>	\$4,800.00	\$4,800.00
SUBTOTAL			\$4,800.00
SALES TAX			—
SHIPPING & HANDLING			—
TOTAL DUE			\$4,800.00

Ordering instructions:

We accept payment by purchase order, check, or credit card. School POs should be faxed to 650-372-4301 or e-mailed to orders@ixl.com. Please be sure to list the quote number on your payment or purchase order.



QUOTE

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

QUOTE #31162-3
DATE: JUNE 24, 2016

TO:

Dorothy Blackwell
Vassar Senior High School
220 Athletic
Vassar, MI 48768

COMMENTS OR SPECIAL INSTRUCTIONS:

SALESPERSON	TERMS	SUBSCRIPTION DURATION	QUOTE VALID UNTIL
James Zeller		1 year	July 24, 2016

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
1	IXL site license (Grades 9-12: 600 targeted students) Subjects: Math and ELA <i>Unlimited instructor accounts included</i> <i>Complimentary 1-hour web-based training included</i>	\$7,200.00	\$7,200.00
SUBTOTAL			\$7,200.00
SALES TAX			—
SHIPPING & HANDLING			—
TOTAL DUE			\$7,200.00

Ordering instructions:

We accept payment by purchase order, check, or credit card. School POs should be faxed to 650-372-4301 or e-mailed to orders@ixl.com. Please be sure to list the quote number on your payment or purchase order.

Attachment M: Detailed Budgets

Vassar High School**04287**

Year	Grant Amount	Salaries	Benefits	Purchased Services	Supplies	Capital Outlay	Other	Total
1	\$ 750,000	168,080	56,940	363,200	142,700	-	19,080	750,000
2	\$ 750,000	168,080	56,940	363,200	142,705	-	19,075	750,000
3	\$ 750,000	168,080	56,940	363,200	142,705	-	19,075	750,000
4	\$ 500,000	84,785	29,891	346,700	35,315	-	3,310	500,000
5	\$ 500,000	84,785	29,890	346,700	35,315	-	3,310	500,000

High School

04287

Year 1 Full Implementation

Function Code	Function Title	Salaries	Benefits	Purchased Services	Supplies	Capital Outlay	Other	Total
111	Elementary							-
112	Middle School							-
113	High School	89,065	31,280	10,000	42,565	-	-	172,910
118	Pre-Kindergarten							
125	Compensatory Education							-
211	Truancy/ Absenteeism Services							-
212	Guidance							-
213	Health							-
216	Social Work							-
221	Improvement of Instruction	45,290	14,705	6,500	-	-	-	66,495
225	Instruction Related Technology	-	-	9,700	94,330	-	-	104,030
226	Supervision & Direction of Instructional Staff	14,850	4,830	337,000	-	-	-	356,680
227	Academic Student Assessment							-
233	Grant Writer/Grant Procurement							-
241	Office of the Principal							-
249	Other School Administration							-
250	Support Service Business							-
257	Internal Services							
261	Operation & Maintenance							
266	Security Services							-
271	Transportation	15,100	4,900	-	-	-	-	20,000
281	Planning, Research, Development & Evaluation							-
283	Staff/Personnel Services							-
331	Community Activities	3,775	1,225	-	5,805	-	-	10,805
	Subtotal	168,080	56,940	363,200	142,700	-	-	730,920
	Indirect Costs (2.61% Restricted Rate)						19,080	19,080
	Total	168,080	56,940	363,200	142,700	-	19,080	750,000

High School

04287

Year 2 Full Implementation

Function Code	Function Title	Salaries	Benefits	Purchased Services	Supplies	Capital Outlay	Other	Total
111	Elementary							-
112	Middle School							-
113	High School	89,065	31,280	10,000	31,050	-	-	161,395
118	Pre-Kindergarten							
125	Compensatory Education							-
211	Truancy/ Absenteeism Services							-
212	Guidance							-
213	Health							-
216	Social Work							-
221	Improvement of Instruction	45,290	14,705	6,500	-	-	-	66,495
225	Instruction Related Technology	-	-	9,700	94,330	-	-	104,030
226	Supervision & Direction of Instructional Staff	14,850	4,830	337,000	-	-	-	356,680
227	Academic Student Assessment							-
233	Grant Writer/Grant Procurement							-
241	Office of the Principal							-
249	Other School Administration							-
250	Support Service Business							-
257	Internal Services							
261	Operation & Maintenance							
266	Security Services							-
271	Transportation	15,100	4,900	-	-	-	-	20,000
281	Planning, Research, Development & Evaluation							-
283	Staff/Personnel Services							-
331	Community Activities	3,775	1,225	-	17,325	-	-	22,325
	Subtotal	168,080	56,940	363,200	142,705	-	-	730,925
	Indirect Costs (2.61% Restricted Rate)						19,075	19,075
	Total	168,080	56,940	363,200	142,705	-	19,075	750,000

High School

04287

Year 3 Full Implementation

Function Code	Function Title	Salaries	Benefits	Purchased Services	Supplies	Capital Outlay	Other	Total
111	Elementary							-
112	Middle School							-
113	High School	89,065	31,280	10,000	29,515	-	-	159,860
118	Pre-Kindergarten							
125	Compensatory Education							-
211	Truancy/ Absenteeism Services							-
212	Guidance							-
213	Health							-
216	Social Work							-
221	Improvement of Instruction	45,290	14,705	6,500	-	-	-	66,495
225	Instruction Related Technology	-	-	9,700	94,330	-	-	104,030
226	Supervision & Direction of Instructional Staff	14,850	4,830	337,000	-	-	-	356,680
227	Academic Student Assessment							-
233	Grant Writer/Grant Procurement							-
241	Office of the Principal							-
249	Other School Administration							-
250	Support Service Business							-
257	Internal Services							
261	Operation & Maintenance							
266	Security Services							-
271	Transportation	15,100	4,900	-	-	-	-	20,000
281	Planning, Research, Development & Evaluation							-
283	Staff/Personnel Services							-
331	Community Activities	3,775	1,225	-	18,860	-	-	23,860
	Subtotal	168,080	56,940	363,200	142,705	-	-	730,925
	Indirect Costs (2.61% Restricted Rate)						19,075	19,075
	Total	168,080	56,940	363,200	142,705	-	19,075	750,000

High School

04287

Year 4 Sustaining Reforms

Function Code	Function Title	Salaries	Benefits	Purchased Services	Supplies	Capital Outlay	Other	Total
111	Elementary							-
112	Middle School							-
113	High School	58,485	21,350	-	29,515	-	-	109,350
118	Pre-Kindergarten							
125	Compensatory Education							-
211	Truancy/ Absenteeism Services							-
212	Guidance							-
213	Health							-
216	Social Work							-
221	Improvement of Instruction							-
225	Instruction Related Technology	-	-	9,700	-	-	-	9,700
226	Supervision & Direction of Instructional Staff	7,425	2,415	337,000	-	-	-	346,840
227	Academic Student Assessment							-
233	Grant Writer/Grant Procurement							-
241	Office of the Principal							-
249	Other School Administration							-
250	Support Service Business							-
257	Internal Services							
261	Operation & Maintenance							
266	Security Services							-
271	Transportation	15,100	4,900	-	-	-	-	20,000
281	Planning, Research, Development & Evaluation							-
283	Staff/Personnel Services							-
331	Community Activities	3,775	1,225	-	5,800	-	-	10,800
	Subtotal	84,785	29,890	346,700	35,315	-	-	496,690
	Indirect Costs (2.61% Restricted Rate used only Years 1-3)						3,310	3,310
	Total	84,785	29,890	346,700	35,315	-	3,310	500,000

High School

04287

Year 5 Sustaining Reforms

Function Code	Function Title	Salaries	Benefits	Purchased Services	Supplies	Capital Outlay	Other	Total
111	Elementary							-
112	Middle School							-
113	High School	58,485	21,350	-	29,515	-	-	109,350
118	Pre-Kindergarten							
125	Compensatory Education							-
211	Truancy/ Absenteeism Services							-
212	Guidance							-
213	Health							-
216	Social Work							-
221	Improvement of Instruction							-
225	Instruction Related Technology	-	-	9,700	-	-	-	9,700
226	Supervision & Direction of Instructional Staff	7,425	2,415	337,000	-	-	-	346,840
227	Academic Student Assessment							-
233	Grant Writer/Grant Procurement							-
241	Office of the Principal							-
249	Other School Administration							-
250	Support Service Business							-
257	Internal Services							
261	Operation & Maintenance							
266	Security Services							-
271	Transportation	15,100	4,900	-	-	-	-	20,000
281	Planning, Research, Development & Evaluation							-
283	Staff/Personnel Services							-
331	Community Activities	3,775	1,225	-	5,800	-	-	10,800
	Subtotal	84,785	29,890	346,700	35,315	-	-	496,690
	Indirect Costs (2.61% Restricted Rate used only Years 1-3)						3,310	3,310
	Total	84,785	29,890	346,700	35,315	-	3,310	500,000

High School			4287					
Years 1-5 : Full Implementation								
Func Code	Func Title	Salaries	Benefits	Purch Svc	Supplies	Cap Out	Other	Total
111	Elementary	-	-	-	-	-	-	-
112	Middle School	-	-	-	-	-	-	-
113	High School	295,099	105,260	20,000	131,110	-	-	551,469
118	Pre-Kindergarten	89,065	31,280	10,000	31,050	-	-	
125	Compensatory Education	-	-	-	-	-	-	-
211	Truancy/ Absenteeism Svc	-	-	-	-	-	-	-
212	Guidance	-	-	-	-	-	-	-
213	Health	-	-	-	-	-	-	-
216	Social Work	-	-	-	-	-	-	-
221	Improvement of Instruction	90,580	29,410	13,000	-	-	-	132,990
225	Instruction Related Tech	45,290	14,705	45,300	188,660	-	-	293,955
226	Sprvs & Direction of Instructional Staff	44,550	14,490	1,357,700	94,330	-	-	1,511,071
227	Academic Student Assessment	14,850	4,830	337,000	-	-	-	356,680
233	Grant Writer/Grant Procurement	-	-	-	-	-	-	-
241	Office of the Principal	-	-	-	-	-	-	-
249	Other Sch Admn	-	-	-	-	-	-	-
250	Support Svc Business	-	-	-	-	-	-	-
257	Internal Svcs	-	-	-	-	-	-	-
261	Operation & Maintenance	-	-	-	-	-	-	-
266	Security Svc	-	-	-	-	-	-	-
271	Transportation	75,500	24,500	-	-	-	-	100,000
281	Planning, Research, Development & Eval	-	-	-	-	-	-	-
283	Staff/Personnel Svc	-	-	-	-	-	-	-
331	Comm Activ	18,875	6,125	-	53,590	-	-	78,590
	Subtotal	673,809	230,600	1,783,000	498,740	-	-	3,186,149
	Indirect Costs (2.61%) Restricted Rate						63,850	63,850
	Total	673,809	230,600	1,783,000	498,740	-	63,850	3,249,999

Year 1 Full Implementation								
Func Code	Func Title	Salaries	Benefits	Purch Svc	Supplies	Cap Out	Other	Total
111	Elementary							-
112	Middle School							-
113	High School	89,065	31,280	10,000	42,565	-	-	172,909
118	Pre-Kindergarten							
125	Compensatory Education							-
211	Truancy/ Absenteeism Svc							-
212	Guidance							-
213	Health							-
216	Social Work							-
221	Improvement of Instruction	45,290	14,705	6,500	-	-	-	66,495
225	Instruction Related Tech	-	-	9,700	94,330	-	-	104,030
226	Sprvs & Direction of Instructional Staff	14,850	4,830	337,000	-	-	-	356,680
227	Academic Student Assessment							-
233	Grant Writer/Grant Procurement							-
241	Office of the Principal							-
249	Other Sch Admn							-
250	Support Svc Business							-
257	Internal Svcs							
261	Operation & Maintenance							
266	Security Svc							-
271	Transportation	15,100	4,900	-	-	-	-	20,000
281	Planning, Research, Development & Eval							-
283	Staff/Personnel Svc							-
331	Comm Activ	3,775	1,225	-	5,805	-	-	10,805
	Subtotal	168,080	56,940	363,200	142,700	-	-	730,920
	Indirect Costs (2.61%) Restricted Rate						19,080	19,080
	Total	168,080	56,940	363,200	142,700	-	19,080	750,000

Year 2 : Full Implementation								
Func Code	Func Title	Salaries	Benefits	Purch Svc	Supplies	Cap Out	Other	Total
111	Elementary							-
112	Middle School							-
113	High School	89,065	31,280	10,000	31,050	-	-	161,395
118	Pre-Kindergarten							-
119	Summer School							-
211	Truancy/Absenteeism Svc							-
212	Guidance							-
213	Health							-
216	Social Work							-
221	Improvement of Instruction	45,290	14,705	6,500	-	-	-	66,495
225	Instruction Related Tech	-	-	9,700	94,330	-	-	104,030
226	Sprvs & Direction of Instructional Staff	14,850	4,830	337,000	-	-	-	356,680
227	Academic Student Assessment							-
233	Grant Writer/Grant Procurement							-
241	Office of the Principal							-
249	Other Sch Admn							-
250	Support Svc Business							-
257	Internal Svcs							-
266	Security Svc							-
271	Transportation	15,100	4,900	-	-	-	-	20,000
281	Planning, Research, Development & Eval							-
283	Staff/Personnel Svc							-
331	Comm Activ	3,775	1,225	-	17,325	-	-	22,325
	Subtotal	168,080	56,940	363,200	142,705	-	-	730,925
	Indirect Costs (2.61%) Restricted Rate						19,075	19,075
	Total	168,080	56,940	363,200	142,705	-	19,075	750,000

Year 3 : Full Implementation								
Func Code	Func Title	Salaries	Benefits	Purch Svc	Supplies	Cap Out	Other	Total
111	Elementary							-
112	Middle School							-
113	High School	89,065	31,280	10,000	29,515	-	-	159,860
118	Pre-Kindergarten							-
119	Summer School							-
211	Truancy/Absenteeism Svc							-
212	Guidance							-
213	Health							-
216	Social Work							-
221	Improvement of Instruction	45,290	14,705	6,500	-	-	-	66,495
225	Instruction Related Tech	-	-	9,700	94,330	-	-	104,030
226	Sprvs & Direction of Instructional Staff	14,850	4,830	337,000	-	-	-	356,680
227	Academic Student Assessment							-
233	Grant Writer/Grant Procurement							-
241	Office of the Principal							-
249	Other Sch Admn							-
250	Support Svc Business							-
257	Internal Svcs							
261	Cust & Maintenance							
266	Security Svc							
271	Transportation	15,100	4,900	-	-	-	-	20,000
281	Planning, Research, Development & Eval							-
283	Staff/Personnel Svc							-
331	Comm Activ	3,775	1,225	-	18,860	-	-	23,860
	Subtotal	168,080	56,940	363,200	142,705	-	-	730,925
	Indirect Costs (2.61%) Restricted Rate						19,075	19,075
	Total	168,080	56,940	363,200	142,705	-	19,075	750,000

Year 4 Sustaining Reforms								
Func Code	Func Title	Salaries	Benefits	Purch Svc	Supplies	Cap Out	Other	Total
111	Elementary							-
112	Middle School							-
113	High School	58,485	21,350	-	29,515	-	-	109,350
118	Pre-Kindergarten							
119	Summer School							-
211	Truancy/Absenteeism Svc							-
212	Guidance							-
213	Health							-
216	Social Work							-
221	Improvement of Instruction							-
225	Instruction Related Tech	-	-	9,700	-	-	-	9,700
226	Sprvs & Direction of Instructional Staff	7,425	2,415	337,000	-	-	-	346,840
227	Academic Student Assessment							-
233	Grant Writer/Grant Procurement							-
241	Office of the Principal							-
249	Other Sch Admn							-
250	Support Svc Business							-
257	Internal Svcs							
261	Cust & Maintenance							
266	Security Svc							
271	Transportation	15,100	4,900	-	-	-	-	20,000
281	Planning, Research, Development & Eval							-
283	Staff/Personnel Svc							-
331	Comm Activ	3,775	1,225	-	5,800	-	-	10,800
	Subtotal	84,785	29,891	346,700	35,315	-	-	496,690
	Indirect Costs (2.61%) Restricted Rate						3,310	3,310
	Total	84,785	29,891	346,700	35,315	-	3,310	500,000

Year 5 Sustaining Reforms								
Func Code	Func Title	Salaries	Benefits	Purch Svc	Supplies	Cap Out	Other	Total
111	Elementary							-
112	Middle School							-
113	High School	58,485	21,350	-	29,515	-	-	109,350
118	Pre-Kindergarten							
125	Compensatory Education							-
211	Truancy/Absenteeism Svc							-
212	Guidance							-
213	Health							-
216	Social Work							-
221	Improvement of Instruction							-
225	Instruction Related Tech	-	-	9,700	-	-	-	9,700
226	Sprvs & Direction of Instructional Staff	7,425	2,415	337,000	-	-	-	346,840
227	Academic Student Assessment							-
233	Grant Writer/Grant Procurement							-
241	Office of the Principal							-
249	Other Sch Admn							-
250	Support Svc Business							-
257	Internal Svcs							-
261	Cust & Maintenance							-
266	Security Svc							-
271	Transportation	15,100	4,900	-	-	-	-	20,000
281	Planning, Research, Development & Eval							-
283	Staff/Personnel Svc							-
331	Comm Activ	3,775	1,225	-	5,800	-	-	10,800
	Subtotal	84,785	29,890	346,700	35,315	-	-	496,690
	Indirect Costs (2.61%) Restricted Rate						3,310	3,310
	Total	84,785	29,890	346,700	35,315	-	3,310	500,000

High School

4287

Year 1 : Full Implementation

Func Code	Func Title	Salaries	Benefits	Purch Svc	Supplies	Cap Out	Other	Total
111	Elementary							-
112	Middle School							-
113	High School							-
113.01	Teachers for After School Tutoring 3 teachers @ \$24.99/hour for 1 hr/day for 180 days	13,495	5,575	-	-	-	-	19,070
113.02	Parapros for After School Tutoring 4 paras @ \$10.00/hour for 1 hr/day for 180 days.	7,200	2,340	-	-	-	-	9,540
113.03	Teachers for Extending Early Bird Tutoring 3 teachers @ \$49.98/hour for 1 hr/day for 180 days.	26,990	8,760	-	-	-	-	35,751
113.04	Parapros for Extending Early Bird paras @ \$20.00/hr for 1 hr/day for 180 days.	10,800	4,675	-	-	-	-	15,475
113.05	Online Library to supplement reading program				4,100			4,100
113.06	Renovate all 5 stations in the life skills lab. Stove and oven @ \$450, Blenders/food processors @ \$425, Mixer @ \$375, Pots/pans @ \$360, Utensils/measuring @\$135, Baking sheets/pan @ \$150, Spices/cooking supplies \$100.				9,975			9,975
113.07	Assemblies			10,000				10,000
113.08	Cleaning/santitation/kitchen safety supplies for 5 stations in life skills labs				3,000			3,000
113.09	Food, paper, and cleaning supplies for 5 stations in life skills labs				6,000			6,000

113.10	Credit recovery (e-2020) 1 teacher & 1 counselor @ \$24.99/hr for 2 hours per day for 180 days during school year and 126 per staff member for June-August	30,580	9,930					40,510
113.11	Life Skills Lab curriculum & resources				19,490			19,490
FC 113 Subtotal		89,065	31,280	10,000	42,565	-	-	172,910
118	Pre-Kindergarten							-
125	Compensatory Education							-
211	Truancy/Absenteeism Svc							-
212	Guidance							-
213	Health							-
0	Social Work							-
221	Improvement of Instruction							-
221.01	Dr. Gould SVSC Math Science Center to provide Math PD to HS staff for 13 days @ \$500 per day.			6,500				6,500
221.02	Job-Embedded Coaching (IEE) in Professional Learning Communities- Math, Data, Literacy, Leadership: High School teachers by grade level or content area. Teachers (23) to be paid \$24.99/hour for 34 hours	19,545	6,344					25,890
221.03	Teachers led by Curriculum Coach & guest speakers (TCC) for PD on Curriculum implementation, inquiry & Project-based learning, student mentoring, technology in the classroom and using data for effective instruction Teachers (23) to be paid \$24.99/hour for 34 hours	19,545	6,344					25,890
221.04	Curriculum Coach to train 8 teachers (District CT Math/Science & Technology Committee) on Improvement of Instructional Practices 1 hour per day for 8 days.	1,600	519					2,120

221.05	Curriculum Coach to train 8 teachers (District CT Reading, Writing & Social Studies Committee) on Improvement of Instructional Practices 1 hour per day for 8 days.	1,600	519					2,120
221.06	Curriculum Coach to train 8 teachers (District CT School Improvement & Curriculum Council) on Improvement of Instructional Practices 1 hour per day for 8 days.	1,600	519					2,120
221.07	Curriculum Coach to provide Systems Sustainability PD for District CT Curriculum Council (8 teachers) for 1 hour per day @ \$24.99 per hour for 7 days	1,400	459					1,860
FC221 Subtotal		45,290	14,705	6,500	-	-	-	66,495
225	Instruction Related Technology							-
225.01	Instructional Technology Professional Development			2,500				2,500
225.02	Dell Chromebook 11-3120 with Google Chrome Management License and Go Guardian license along with 4 year onsite warranty Qty288 @ \$291.41				83,930			83,930
225.03	AverCharge C36i cart for the chromebooks 8 @ \$1,299 each				10,400			10,400
225.04	IXL software for supplementing the Math and ELA curriculum for 600 students			7,200				7,200
FC 225 Subtotal		-	-	9,700	94,330	-	-	104,030
226	Sprvs & Direction of Instructional Staff							-
226.01	.50 fte Family & Community Liaison			39,000				39,000
226.02	.50 fte SIG Coordinator			39,000				39,000
226.03	.50 Data Coach			39,000				39,000
226.04	Dr. E Makas/Curriculum Connection as Coach			60,000				60,000

226.05	Data Review Meetings: 13 English/Social Studies teachers at \$50/hour for 9 hours	5,850	1,900					7,750
226.06	Data Review Meetings: 11 Science/Math teachers at \$50/hour for 9 hours	4,950	1,610					6,560
226.07	Data Review Meetings: 8 Special Ed/ Fine Arts teachers at \$50/hour for 9 hours	4,050	1,320					5,370
226.08	Institute of Student Achievement: School reform Model			160,000				160,000
FC 226 Subtotal		14,850	4,830	337,000	-	-	-	356,680
227	Academic Student Assessment							-
233	Grant Writer/Grant Procurement							-
241	Office of the Principal							-
249	Other Sch Admn							-
250	Support Svc Business							-
257	Internal Svcs							-
261	Operation & Maintenance							-
266	Security Svc							-
271	Transportation							-
271.01	Provide bussing to After School Tutoring Students (4 bus drivers @ \$21/hr for 180 days for 1 hr/day)	15,100	4,900					20,000
FC 271 Subtotal		15,100	4,900	-	-	-	-	20,000
281	Planning, Research,Development & Evaluation							-
283	Staff/Personnel Services							-
331	Community Activities							-
331.01	Supplies for Family/Community Liaison(t-shirts, pizza parties, prizes)				1,500			1,500
331.02	Create community Education Program by offering specific skill classes(cooking, parenting, computer, etc) to be overseen by Family Community Liaison and designated staff who will receive stipends salaries and benefits will not exceed \$5000.	3,775	1,225					5,000

331.03	Supplies for Community Education Program				2,000			2,000
331.04	Materials for day care provided during community education programs				300			300
331.05	Family Community Liaison & PTO will organize one event per quarter that brings families and community members into the school. This will increase parent/community involvement which will be measured by attendance and stakeholder surveys				800			800
331.06	Designated teaching staff will organize student celebrations to increased student engagement, attendance and performance based on pass/fail rates and grade performance, and decreased behavior referrals				1,205			1,205
FC 331 Subtotal		3,775	1,225	-	5,805	-	-	10,805
	Subtotal	168,080	56,940	363,200	142,700	-	-	730,920
	Indirect Costs (2.61%) Restricted Rate						19,080	19,080
	Total	168,080	56,940	363,200	142,700	-	19,080	750,000

High School

4287

Year 2 : Full Implementation

Func Code	Func Title	Salaries	Benefits	Purch Svc	Supplies	Cap Out	Other	Total
111	Elementary							-
112	Middle School							-
113	High School							-
113.01	Teachers for After School Tutoring 3 teachers @ \$24.99/hour for 1 hr/day for 180 days	13,495	5,575	-	-	-	-	19,070
113.02	Parapros for After School Tutoring 4 paras @ \$10.00/hour for 1 hr/day for 180 days.	7,200	2,340	-	-	-	-	9,540
113.03	Teachers for Extending Early Bird Tutoring 3 teachers @ \$49.98/hour for 1 hr/day for 180 days.	26,990	8,760	-	-	-	-	35,751
113.04	Parapros for Extending Early Bird paras @ \$20.00/hr for 1 hr/day for 180 days.	10,800	4,675	-	-	-	-	15,475
113.05	Online Library to supplement reading program				2,560			2,560
113.06	first year only							-
113.07	Assemblies			10,000				10,000
113.08	Cleaning/santitation/kitchen safety supplies for 5 stations in life skills labs				3,000			3,000
113.09	Food and paper supplies for 5 stations in life skills labs.				6,000			6,000
113.10	Credit recovery (e-2020) 1 teacher & 1 counselor @ \$24.99/hr for 2 hours per day for 180 days during school year and 126 per staff member for June-August	30,580	9,930					40,510
113.11	Life Skills Lab curriculum & resources				19,490			19,490
FC 113	Subtotal	89,065	31,280	10,000	31,050	-	-	161,395
118	Pre-Kindergarten							-
119	Summer School							-
211	Truancy/Absenteeism Svc							-
212	Guidance							-
213	Health							-
216	Social Work							-

221	Improvement of Instruction							-
221.01	Dr. Gould SVSC Math Science Center to provide Math PD to HS staff for 13 days @ \$500 per day.			6,500				6,500
221.02	Job-Embedded Coaching (IEE) in Professional Learning Communities-Math, Data, Literacy, Leadership: High School teachers by grade level or content area. Teachers (23) to be paid \$24.99/hour for 34 hours	19,545	6,344					25,890
221.03	Teachers led by Curriculum Coach & guest speakers (TCC) for PD on Curriculum implementation, inquiry & Project-based learning, student mentoring, technology in the classroom and using data for effective instruction Teachers (23) to be paid \$24.99/hour for 34 hours	19,545	6,344					25,890
221.04	(District CT Math/Science & Technology Committee) on Improvement of	1,600	519					2,120
221.05	Curriculum Coach to train 8 teachers (District CT Reading, Writing & Social Studies Committee) on Improvement of Instructional Practices 1 hour per day for 8 days.	1,600	519					2,120
221.06	Curriculum Coach to train 8 teachers (District CT School Improvement & Curriculum Council) on Improvement of Instructional Practices 1 hour per day for 8 days.	1,600	519					2,120
221.07	Curriculum Coach to provide Systems Sustainability PD for District CT Curriculum Council (8 teachers) for 1 hour per day @ \$24.99 per hour for 7 days	1,400	459					1,860
FC 221 Subtotal		45,290	14,705	6,500	-	-	-	66,495
225	Instruction Related Tech							-
225.01	Instructional Technology Professional Development			2,500				2,500

225.02	Dell Chromebook 11-3120 with Google Chrome Management License and Go Guardian license along with 4 year onsite warranty Qty288 @ \$291.41				83,930			83,930
225.03	AverCharge C36i cart for the chromebooks 8 @ \$1,299 each				10,400			10,400
225.04	IXL software for supplementing the Math and ELA curriculum for 600 students			7,200				7,200
FC 225 Subtotal		-	-	9,700	94,330	-	-	104,030
226	Sprvs & Direction of Instructional Staff							-
226.01	.50 fte Family & Community Liaison			39,000				39,000
226.02	.50 fte SIG Coordinator			39,000				39,000
226.03	.50 Data Coach			39,000				39,000
226.04	Dr. E Makas/Curriculum Connection as Coach			60,000				60,000
226.05	Data Review Meetings: 13 English/Social Studies teachers at \$50/hour for 9 hours	5,850	1,900					7,750
226.06	Data Review Meetings: 11 Science/Math teachers at \$50/hour for 9 hours	4,950	1,610					6,560
226.07	Data Review Meetings: 8 Special Ed/ Fine Arts teachers at \$50/hour for 9 hours	4,050	1,320					5,370
226.08	Institute of Student Achievement: School reform Model			160,000				160,000
FC 226 Subtotal		14,850	4,830	337,000	-	-	-	356,680
227	Academic Student Assessment							-
233	Grant Writer/Grant Procurement							-
241	Office of the Principal							-
249	Other Sch Admn							-
250	Support Svc Business							-
257	Internal Svcs							-
261	Operation & Maintenance							-
266	Security Svc							-
271	Transportation							-
271.01	Provide bussing to After School Tutoring Students (4 bus drivers @ \$21/hr for 180 days for 1 hr/day)	15,100	4,900					20,000
FC 271 Subtotal		15,100	4,900	-	-	-	-	20,000
281	Planning, Research, Development & Evaluation							-

283	Staff/Personnel Services							-
331	Community Activities							-
331.01	Supplies for Family/Community Liaison(t-shirts, pizza parties, prizes)				5,000			5,000
331.02	Create community Education Program by offering specific skill classes(cooking, parenting, computer, etc) to be overseen by Family Community Liaison and designated staff who will receive stipends salaries and benefits will not exceed \$5000.	3,775	1,225					5,000
331.03	Supplies for Community Education Program				4,000			4,000
331.04	Materials for day care provided during community education programs				1,000			1,000
331.05	Family Community Liaison & PTO will organize one event per quarter that brings families and community members into the school. This will increase parent/community involvement which will be measured by attendance and stakeholder surveys				5,000			5,000
331.06	Designated teaching staff will organize student celebrations to increased student engagement, attendance and performance based on pass/fail rates and grade performance, and decreased behavior referrals				2,325			2,325
FC 331 Subtotal		3,775	1,225	-	17,325	-	-	22,325
	Subtotal	168,080	56,940	363,200	142,705	-	-	730,925
	Indirect Costs (2.61%) Restricted Rate						19,075	19,075
	Total	168,080	56,940	363,200	142,705	-	19,075	750,000

High School

4287

Year 3 : Full Implementation

Func Code	Func Title	Salaries	Benefits	Purch Svc	Supplies	Cap Out	Other	Total
111	Elementary							-
112	Middle School							-
113	High School							-
113.01	Teachers for After School Tutoring 3 teachers @ \$24.99/hour for 1 hr/day for 180 days	13,495	5,575	-	-	-	-	19,070
113.02	Parapros for After School Tutoring 4 paras @ \$10.00/hour for 1 hr/day for 180 days.	7,200	2,340	-	-	-	-	9,540
113.03	Teachers for Extending Early Bird Tutoring 3 teachers @ \$49.98/hour for 1 hr/day for 180 days.	26,990	8,760	-	-	-	-	35,751
113.04	Parapros for Extending Early Bird paras @ \$20.00/hr for 1 hr/day for 180 days.	10,800	4,675	-	-	-	-	15,475
113.05	Online Library to supplement reading program				1,025			1,025
113.06	first year only							-
113.07	Assemblies			10,000				10,000
113.08	Cleaning/santitation/kitchen safety supplies for 5 stations in life skills labs				3,000			3,000
113.09	Food, paper, and cleaning supplies for 5 stations in life skills labs				6,000			6,000
113.10	Credit recovery (e-2020) 1 teacher & 1 counselor @ \$24.99/hr for 2 hours per day for 180 days during school year and 126 per staff member for June-August	30,580	9,930					40,510
113.11	Life Skills Lab curriculum & resources				19,490			19,490
FC 113 Subtotal		89,065	31,280	10,000	29,515	-	-	159,860
118	Pre-Kindergarten							-
119	Summer School							-
211	Truancy/Absenteeism Svc							-
212	Guidance							-
213	Health							-
216	Social Work							-

221	Improvement of Instruction							-
221.01	Dr. Gould SVSC Math Science Center to provide Math PD to HS staff for 13 days @ \$500 per day.			6,500				6,500
221.02	Job-Embedded Coaching (IEE) in Professional Learning Communities-Math, Data, Literacy, Leadership: High School teachers by grade level or content area. Teachers (23) to be paid \$24.99/hour for 34 hours	19,545	6,344					25,890
221.03	Teachers led by Curriculum Coach & guest speakers (TCC) for PD on Curriculum implementation, inquiry & Project-based learning, student mentoring, technology in the classroom and using data for effective instruction Teachers (23) to be paid \$24.99/hour for 34 hours	19,545	6,344					25,890
221.04	(District CT Math/Science & Technology Committee) on Improvement of	1,600	519					2,120
221.05	Curriculum Coach to train 8 teachers (District CT Reading, Writing & Social Studies Committee) on Improvement of Instructional Practices 1 hour per day for 8 days.	1,600	519					2,120
221.06	Curriculum Coach to train 8 teachers (District CT School Improvement & Curriculum Council) on Improvement of Instructional Practices 1 hour per day for 8 days.	1,600	519					2,120
221.07	Curriculum Coach to provide Systems Sustainability PD for District CT Curriculum Council (8 teachers) for 1 hour per day @ \$24.99 per hour for 7 days	1,400	459					1,860
FC 221 Subtotal		45,290	14,705	6,500	-	-	-	66,495
225	Instruction Related Tech							-
225.01	Instructional Technology Professional Development			2,500				2,500

225.02	Dell Chromebook 11-3120 with Google Chrome Management License and Go Guardian license along with 4 year onsite warranty Qty288 @ \$291.41				83,930			83,930
225.03	AverCharge C36i cart for the chromebooks 8 @ \$1,299 each				10,400			10,400
225.04	IXL software for supplementing the Math and ELA curriculum for 600 students			7,200				7,200
FC 225 Subtotal		-	-	9,700	94,330	-	-	104,030
226	Sprvs & Direction of Instructional Staff							-
226.01	.50 fte Family & Community Liaison			39,000				39,000
226.02	.50 fte SIG Coordinator			39,000				39,000
226.03	.50 Data Coach			39,000				39,000
226.04	Dr. E Makas/Curriculum Connection as Coach			60,000				60,000
226.05	Data Review Meetings: 13 English/Social Studies teachers at \$50/hour for 9 hours	5,850	1,900					7,750
226.06	Data Review Meetings: 11 Science/Math teachers at \$50/hour for 9 hours	4,950	1,610					6,560
226.07	Data Review Meetings: 8 Special Ed/ Fine Arts teachers at \$50/hour for 9 hours	4,050	1,320					5,370
226.08	Institute of Student Achievement: School reform Model			160,000				160,000
FC 226 Subtotal		14,850	4,830	337,000	-	-	-	356,680
227	Academic Student Assessment							-
233	Grant Writer/Grant Procurement							-
241	Office of the Principal							-
249	Other Sch Admn							-
250	Support Svc Business							-
257	Internal Svcs							-
261	Operation & Maintenance							-
266	Security Svc							-
271	Transportation							-
271.01	Provide bussing to After School Tutoring Students (4 bus drivers @ \$21/hr for 180 days for 1 hr/day)	15,100	4,900					20,000
FC 271 Subtotal		15,100	4,900	-	-	-	-	20,000

281	Planning, Research, Development & Evaluation							-
283	Staff/Personnel Services							-
331	Community Activities							-
331.01	Supplies for Family/Community Liaison (t-shirts, pizza parties, prizes)				5,000			5,000
331.02	Create community Education Program by offering specific skill classes (cooking, parenting, computer, etc) to be overseen by Family Community Liaison and designated staff who will receive stipends salaries and benefits will not exceed \$5000.	3,775	1,225					5,000
331.03	Supplies for Community Education Program				4,000			4,000
331.04	Materials for day care provided during community education programs				2,535			2,535
331.05	Family Community Liaison & PTO will organize one event per quarter that brings families and community members into the school. This will increase parent/community involvement which will be measured by attendance and stakeholder surveys				5,000			5,000
331.06	Designated teaching staff will organize student celebrations to increased student engagement, attendance and performance based on pass/fail rates and grade performance, and decreased behavior referrals				2,325			2,325
FC 331 Subtotal		3,775	1,225	-	18,860	-	-	23,860
	Subtotal	168,080	56,940	363,200	142,705	-	-	730,925
	Indirect Costs (2.61%) Restricted Rate						19,075	19,075
	Total	168,080	56,940	363,200	142,705	-	19,075	750,000

High School

4287

Year 4 : Full Implementation

Func Code	Func Title	Salaries	Benefits	Purch Svc	Supplies	Cap Out	Other	Total
111	Elementary							-
112	Middle School							-
113	High School							-
113.01	Teachers for After School Tutoring 3 teachers @ \$24.99/hour for 1 hr/day for 180 days	13,495	5,575	-	-	-	-	19,070
113.02	Parapros for After School Tutoring 4 paras @ \$10.00/hour for 1 hr/day for 180 days.	7,200	2,340	-	-	-	-	9,540
113.03	Teachers for Extending Early Bird Tutoring 3 teachers @ \$49.98/hour for 1 hr/day for 180 days.	26,990	8,760	-	-	-	-	35,751
113.04	Parapros for Extending Early Bird paras @ \$20.00/hr for 1 hr/day for 180 days.	10,800	4,675	-	-	-	-	15,475
113.05	Online Library to supplement reading program				1,025			1,025
113.06	first year only							-
113.07	years 1-3 only							-
113.08	Cleaning/santitation/kitchen safety supplies for 5 stations in life skills labs				3,000			3,000
113.09	Food, paper, and cleaning supplies for 5 stations in life skills labs				6,000			6,000
113.11	Life Skills Lab curriculum & resources				19,490			19,490
FC 113 Subtotal		58,485	21,350	-	29,515	-	-	109,350
118	Pre-Kindergarten							-
119	Summer School							-
211	Truancy/Absenteeism Svc							-
212	Guidance							-
213	Health							-
216	Social Work							-
221	Improvement of Instruction							-
225	Instruction Related Tech							-
225.01	Instructional Technology Professional Development			2,500				2,500

225.02	Dell Chromebook 11-3120 with Google Chrome Management License and Go Guardian license along with 4 year onsite warranty Qty 72 @ \$291.41				-			-
225.03	AverCharge C36i cart for the chromebooks 2 @ \$1,299 each				-			-
225.04	IXL software for supplementing the Math and ELA curriculum for 600 students			7,200				7,200
FC 225 Subtotal		-	-	9,700	-	-	-	9,700
226	Sprvs & Direction of Instructional Staff							-
226.01	.50 fte Family & Community Liaison			39,000				39,000
226.02	.50 fte SIG Coordinator			39,000				39,000
226.03	.50 Data Coach			39,000				39,000
226.04	Dr. E Makas/Curriculum Connection as Coach			60,000				60,000
226.05	Data Review Meetings: 13 English/Social Studies teachers at \$24.99/hour for 9 hours	2,925	950					3,875
226.06	Data Review Meetings: 11 Science/Math teachers at \$24.99/hour for 9 hours	2,475	805					3,280
226.07	Data Review Meetings: 9 Special Ed/ Fine Arts teachers at \$24.99/hour for 9 hours	2,025	660					2,685
226.08	Institute of Student Achievement: School reform Model			160,000				160,000
FC 226 Subtotal		7,425	2,415	337,000	-	-	-	346,840
227	Academic Student Assessment							-
233	Grant Writer/Grant Procurement							-
241	Office of the Principal							-
249	Other Sch Admn							-
250	Support Svc Business							-
257	Internal Svcs							-
261	Operation & Maintenance							-
266	Security Svc							-
271	Transportation							-
271.01	Provide bussing to After School Tutoring Students (4 bus drivers @ \$21/hr for 180 days for 1 hr/day)	15,100	4,900					20,000
FC 271 Subtotal		15,100	4,900	-	-	-	-	20,000

281	Planning, Research, Development & Evaluation							-
283	Staff/Personnel Services							-
331	Community Activities							-
331.01	Supplies for Family/Community Liaison(t-shirts, pizza parties, prizes)				1,500			1,500
331.02	Create community Education Program by offering specific skill classes(cooking, parenting, computer, etc) to be overseen by Family Community Liaison and designated staff who will receive stipends salaries and benefits will not exceed \$5000.	3,775	1,225					5,000
331.03	Supplies for Community Education Program				2,000			2,000
331.04	Materials for day care provided during community education programs				300			300
331.05	Family Community Liaison & PTO will organize one event per quarter that brings families and community members into the school. This will increase parent/community involvement which will be measured by attendance and stakeholder surveys				800			800
331.06	Designated teaching staff will organize student celebrations to increased student engagement, attendance and performance based on pass/fail rates and grade performance, and decreased behavior referrals				1,200			1,200
FC 331 Subtotal		3,775	1,225	-	5,800	-	-	10,800
	Subtotal	84,785	29,890	346,700	35,315	-	-	496,690
	Indirect Costs (x.xx%) Restricted Rate						3,310	3,310
	Total	84,785	29,890	346,700	35,315	-	3,310	500,000

High School

4287

Year 5 : Full Implementation

Func Code	Func Title	Salaries	Benefits	Purch Svc	Supplies	Cap Out	Other	Total
111	Elementary							-
112	Middle School							-
113	High School							-
113.01	Teachers for After School Tutoring 3 teachers @ \$24.99/hour for 1 hr/day for 180 days	13,495	5,575	-	-	-	-	19,070
113.02	Parapros for After School Tutoring 4 paras @ \$10.00/hour for 1 hr/day for 180 days.	7,200	2,340	-	-	-	-	9,540
113.03	Teachers for Extending Early Bird Tutoring 3 teachers @ \$49.98/hour for 1 hr/day for 180 days.	26,990	8,760	-	-	-	-	35,751
113.04	Parapros for Extending Early Bird paras @ \$20.00/hr for 1 hr/day for 180 days.	10,800	4,675	-	-	-	-	15,475
113.05	Online Library to supplement reading program				1,025			1,025
113.06	first year only							-
113.07	years 1-3 only			-				-
113.08	Cleaning/santitation/kitchen safety supplies for 5 stations in life skills labs				3,000			3,000
113.09	Food, paper, and cleaning supplies for 5 stations in life skills labs				6,000			6,000
113.11	Life Skills Lab curriculum & resources				19,490			19,490
FC 113 Subtotal		58,485	21,350	-	29,515	-	-	109,350
118	Pre-Kindergarten							-
125	Compensatory Eudcation							-
211	Truancy/Absenteeism Svc							-
212	Guidance							-
213	Health							-
216	Social Work							-
221	Improvement of Instruction							-
225	Instruction Related Tech							-
225.01	Instructional Technology Professional Development			2,500				2,500

225.02	Dell Chromebook 11-3120 with Google Chrome Management License and Go Guardian license along with 4 year onsite warranty Qty 72 @ \$291.41				-			-
225.03	AverCharge C36i cart for the chromebooks 2 @ \$1,299 each				-			-
225.04	IXL software for supplementing the Math and ELA curriculum for 600 students			7,200				7,200
FC 225 Subtotal		-	-	9,700	-	-	-	9,700
226	Sprvs & Direction of Instructional Staff							-
226.01	.50 fte Family & Community Liaison			39,000				39,000
226.02	.50 fte SIG Coordinator			39,000				39,000
226.03	.50 Data Coach			39,000				39,000
226.04	Dr. E Makas/Curriculum Connection as Coach			60,000				60,000
226.05	Data Review Meetings: 13 English/Social Studies teachers at \$24.99/hour for 9 hours	2,925	950					3,875
226.06	Data Review Meetings: 11 Science/Math teachers at \$24.99/hour for 9 hours	2,475	805					3,280
226.07	Data Review Meetings: 9 Special Ed/ Fine Arts teachers at \$24.99/hour for 9 hours	2,025	660					2,685
226.08	Institute of Student Achievement: School reform Model			160,000				160,000
FC 226 Subtotal		7,425	2,415	337,000	-	-	-	346,840
227	Academic Student Assessment							-
233	Grant Writer/Grant Procurement							-
241	Office of the Principal							-
249	Other Sch Admn							-
250	Support Svc Business							-
257	Internal Svcs							-
261	Operation & Maintenance							-
266	Security Svc							-
271	Transportation							-
271.01	Provide bussing to After School Tutoring Students (4 bus drivers @ \$21/hr for 180 days for 1 hr/day)	15,100	4,900					20,000

FC 271 Subtotal		15,100	4,900	-	-	-	-	20,000
281	Planning, Research, Development & Evaluation							-
283	Staff/Personnel Services							-
331	Community Activities							-
331.01	Supplies for Family/Community Liaison(t-shirts, pizza parties, prizes)				1,500			1,500
331.02	Create community Education Program by offering specific skill classes (cooking, parenting, computer, etc) to be overseen by Family Community Liaison and designated staff who will receive stipends salaries and benefits will not exceed \$5000.	3,775	1,225					5,000
331.03	Supplies for Community Education Program				2,000			2,000
331.04	Materials for day care provided during community education programs				300			300
331.05	Family Community Liaison & PTO will organize one event per quarter that brings families and community members into the school. This will increase parent/community involvement which will be measured by attendance and stakeholder surveys				800			800
331.06	Designated teaching staff will organize student celebrations to increased student engagement, attendance and performance based on pass/fail rates and grade performance, and decreased behavior referrals				1,200			1,200
FC 331 Subtotal		3,775	1,225	-	5,800	-	-	10,800
	Subtotal	84,785	29,890	346,700	35,315	-	-	496,690
	Indirect Costs (x.xx%) Restricted Rate						3,310	3,310
	Total	84,785	29,890	346,700	35,315	-	3,310	500,000

Project Price Proposal

Project Name:

Vassar Public Schools

How many years is the project?:

Five Year SIG Grant

	Phase 1 Sept - Nov '16	Phase 2 Dec '16 - Mar '17	Phase 3 Apr - Aug '17	Implementation Years SY 17-18, 18-19, 19-20, 20-21
ISA Staff Costs				
<i>Subtotal</i>	11,110	6,093	7,096	3,584
NCREST				
<i>Subtotal</i>	3,752	3,752	2,800	2,800
Coaches & Project Management				
Project Manager	4,480	8,960	4,480	11,200
School Coach(es)	5,600	16,800	13,440	35,840
Leadership Coach(es)	-	-	-	-
DC Coach(es)	-	4,480	6,720	-
Humanities Coach(es)	-	-	8,960	28,000
Math Coach(es)	-	-	8,960	28,000
Science Coach(es)	-	-	8,960	28,000
Other:	-	-	-	-
<i>Subtotal</i>	10,080	30,240	51,520	131,040
Institutes				
Summer				
<i>Subtotal</i>			\$ 12,500	\$ 12,500
Winter				
<i>Subtotal</i>				\$ 2,000
High School Success Navigator				\$ 3,200
Travel	\$ 4,860	\$ 9,720	\$ 4,860	\$ 4,860
Total	29,802.40	49,804.80	78,776.32	159,984.00